



Church Hill Middle School Summer term 1 - 2026

A message from Mrs Jarvis





Dear Parents and Carers,

This half term has absolutely flown by; how are we in Summer term already!

I will firstly start by thanking the year 6 children, teachers, achievement assistants and parents/carers for their collective hard work and dedication in completing SATS. This year group have truly excelled in the level of maturity and commitment shown to completing each assessment and they fully deserve a well earned rest this half term. What a team; we are really proud of you!

As a Principal I am incredibly proud of the range of activities, experiences and trips we have on offer at Church Hill and our SWAY newsletter gives us the opportunity to showcase this to you all. This half term we have enabled students to;

- visit Warwick Castle and its famous dungeon!
- celebrate the grand opening of our wellbeing garden with parents/carers
- view the solar system within our own gym
- meet our older generation in our 'bridge the gap' community session and
- embark on creative risk taking in the year 7 Art project

However, following the success of SATs our proudest moment has to be Mrs Burns celebrating 30 years of working at Church Hill. What an achievement and testament to the school. She is a fantastic member of staff and beloved by all!! We thank you Mrs Burns!!

As ever,

We are Kind

We are Resilient

We are Hard Working

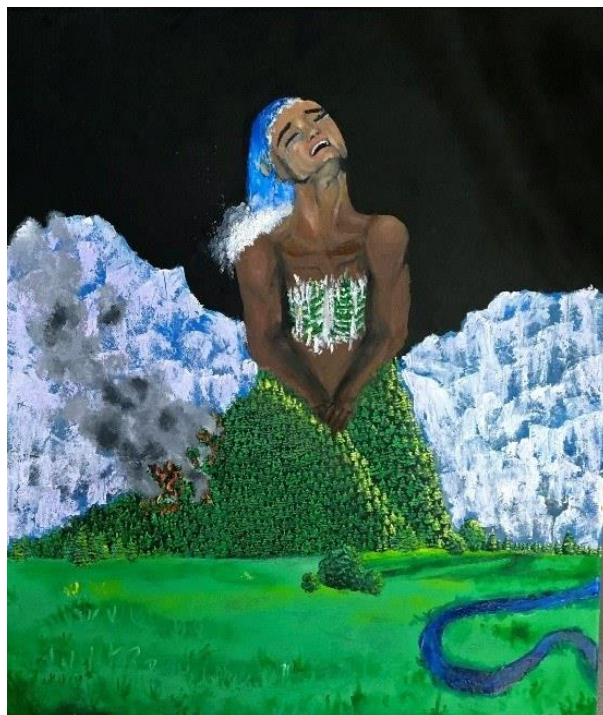
Please read the full articles compiled by the staff and see the wonderful work your children have completed, along with the opportunities they have experienced.

Have a restful half term and enjoy the sunshine,

Kind regards

Mrs Jarvis

Principal

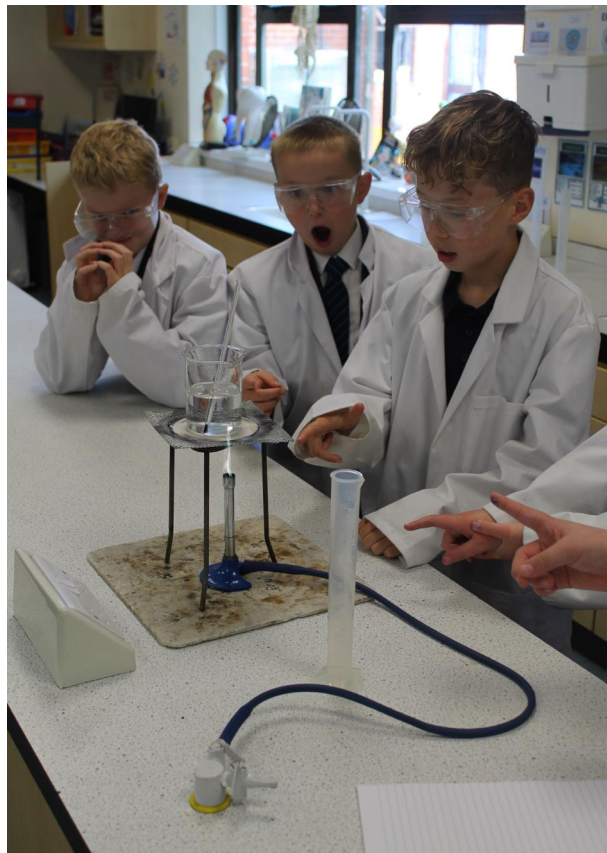


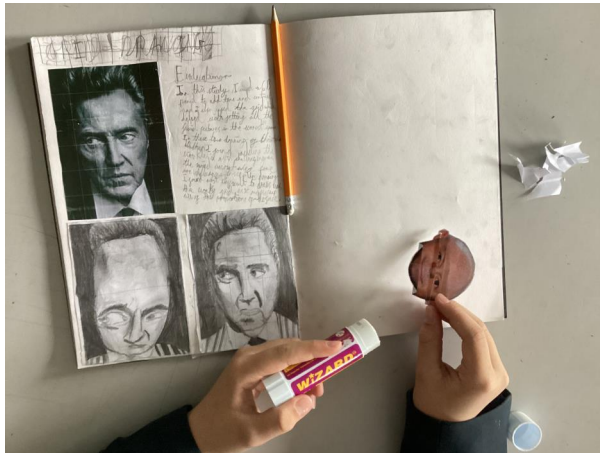


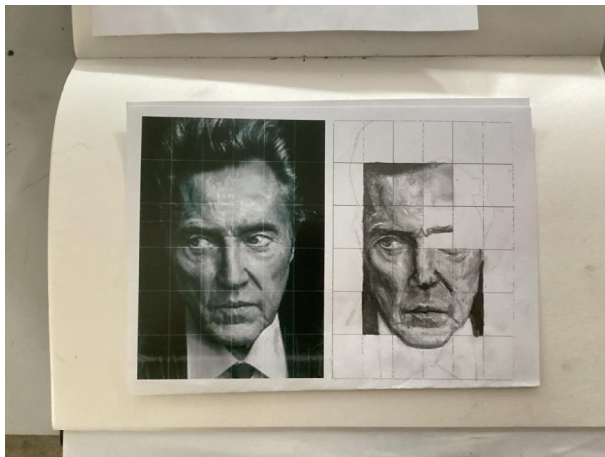
WE ARE **Kind**

WE ARE **RESILIENT**

WE ARE **HARDWORKING**









KS2 News



Key Stage 2 have had an exciting Summer term, taking part in lots of learning opportunities both in and out of the classroom.

We have been learning about:

Year 5:

Year 5 have had another fantastic half-term, truly going from strength to strength. A huge well done to everyone for their flexibility and maturity with exiting their classrooms during the Year 6 SAT's week. During this week students were able to engage with their learning in a more hands on and interactive format. Members of 5H and 5C explored role-play scenarios and how to effectively, positively and maturely resolve uncomfortable scenarios. This was great to see the children engage with real-life scenarios and explore different productive methods to safely and calmly resolve these.

All students in year 5 experienced a great opportunity from the University of Warwick, who kindly brought in an inflatable planetarium so we could explore our universe, stars and planets in more detail. This experience supported students to embed the knowledge they had gain from our previous Solar system topic earlier in the year. It was lovely to see so many of our students not only being so kind and respectful towards our guests from the university but for also asking some truly incredible questions which helped to raise some

interesting debates during these sessions. A huge well done for representing our school and for showcasing all of our values.

Year 5 have also covered many interesting topics within this half-term including our math focus of using the four operations with decimals, using descriptive writing tools such as expanded noun phrases, alliteration and relative clauses to write effective setting and character descriptions all based on scenes and characters from our current novel 'When the Mountains Roared.' This text is also used within guided reading lessons to help support our confidence and ability to accurately understand words in context and infer purposeful opinions based on evidence with a text. We hope parents and students have enjoyed taking part in our Volcanic homework project. We are really looking forward to seeing the entries and hopefully witnessing some eruptions!

The Year 5 team continue to be extremely proud of each and every student and the incredible progress they are demonstrating since our start in September.

Year 6:

Year 6 Learning Update:

Year 6 have had an incredibly busy and successful half term, showing enthusiasm and determination across all areas of the curriculum. In Maths, pupils have worked hard developing their understanding of word problems, shape, algebra and statistics, demonstrating excellent reasoning and problem-solving skills. In English, the children produced some fantastic non-chronological reports all about the Battle of Britain, showcasing their creativity, organisation and use of ambitious vocabulary. In History, Year 6 thoroughly enjoyed learning about the Windrush Generation, gaining a deeper understanding of its importance and impact on British society. In Science, pupils explored Classification and developed their skills in grouping and identifying living things, while PSHE lessons encouraged thoughtful discussions and lots of insightful and important learning. We are also incredibly proud of how brilliantly all of the children approached their SATs this term, showing resilience, maturity and a fantastic attitude throughout. They truly deserved their SATs reward day, which was enjoyed by all and was a wonderful way to celebrate their hard work and achievements.

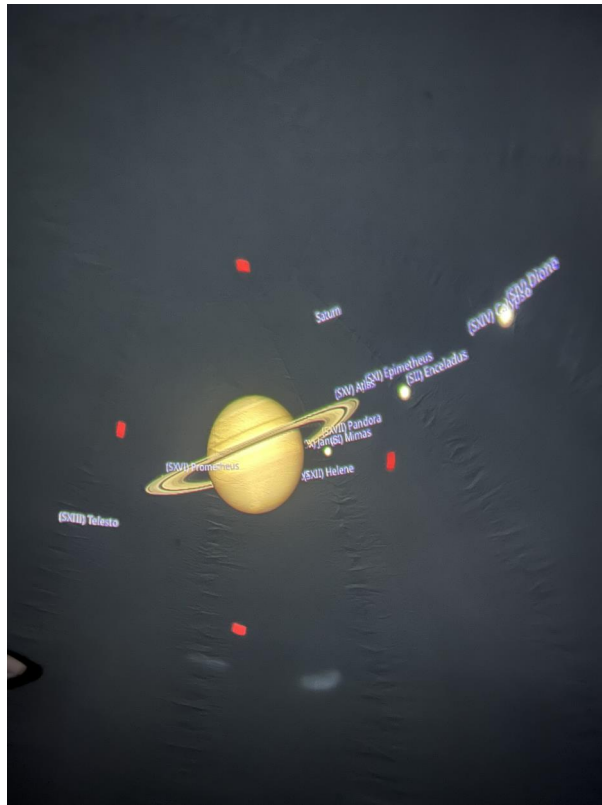


1 - Year 6's Wonderful SATS celebrations after some incredible hard work! We are all incredibly proud!









KS3 News



Year 7:

This half term, Year 7 students have made strong progress across a broad and engaging curriculum. In Science, they have explored reproduction in both humans and plants, developing their understanding of key biological processes and how living organisms grow and reproduce.

In English, students have been building their persuasive writing skills and confidently practising debating techniques, learning how to structure arguments clearly and express their opinions effectively.

In Art, students have demonstrated creativity and attention to detail through pen drawing, focusing on insects and refining their observational and sketching skills.

Geography lessons have centred on an in-depth study of Africa, with a particular focus on the Maasai people and the impact of tourism in Tanzania, helping students to understand cultural diversity and global development issues.

In Maths, students have covered a wide range of topics, including fractions and percentages of amounts, perimeter and area, speed, distance and time, as well as angles and polygons. More recently, they have been consolidating their learning in preparation for upcoming assessments by revisiting key topics such as fractions, decimals and percentages, alongside algebra.

In Music, Year 7 students have been exploring folk music by comparing a range of traditional instruments and their distinctive timbres, before applying their knowledge in a final keyboard performance of 'The Wellerman', focusing on melody, accompaniment and technique.

In PE, students have been developing their skills in athletics, taking part in track events such as the 100m, 200m, and 800m, alongside field events including high jump, javelin, and discus, to build speed, technique, and overall performance.

Overall, students have shown positive engagement and a growing confidence in their learning as they prepare for their end-of-term assessments.

Year 8:

This half term, Year 8 students have continued to build their knowledge and skills across a range of subjects. In Science, they have studied the concepts of work done and energy transfers, developing a clearer understanding of how energy moves between systems and how it can be measured and applied in real-world contexts.

In English, students have been refining their ability to construct balanced arguments and persuasive writing, learning how to consider different viewpoints while also presenting their own opinions in a clear, structured, and convincing way.

In Art, students have explored caricature, developing their creativity and observational skills by exaggerating key features to create expressive and imaginative portraits. In Geography, they have focused on coastal environments, including a case study of Happisburgh, where they completed a decision-making exercise to evaluate different coastal management strategies and their impacts.

In Maths, students have studied standard form, interpreting and representing data, and angles in parallel lines and polygons. More recently, they have been revising key topics in preparation for their upcoming assessments, consolidating their understanding and building confidence.

In Music, Year 8 students have been exploring video game music and have composed their own character themes, developing their understanding of mood, melody, and musical storytelling.

In PE, students have been developing their skills in athletics, taking part in track events such as the 100m, 200m, and 800m, alongside field events including high jump, javelin, and discus, to build speed, technique, and overall performance.

Overall, students have demonstrated positive engagement and resilience in their learning as they prepare for their end-of-term tests.

Opening of the wellbeing garden



Church Hill Middle School has used its Public Health grant to renovate an overgrown, unused courtyard garden and made it into a welcoming, wellbeing space to support their pupils.

The school wanted to create a central space for the children to use for quiet mindful time, a space to read, retreat and connect with others.

The new area includes group benches to encourage the children to connect with one another and promote positive communication, planters to teach the children responsibility and encourage pride in helping something grow, garden games to support communication through enjoyment and play, and an edged off nature area to promote relaxation and care for the environment.

Pupils have enjoyed using this area during lunchtimes to have a wellbeing space away from the playground, which can sometime be loud and overwhelming.

A group of SEND pupils have worked alongside their parents and carers, as part of an after-school wellbeing club, to create this wonderful space. Bringing together the school and wider community, strengthening the connections between home and school.

We have also ran a competition to for the students to design a mural for our walls with the help of a local sign makers, brightening up the large expanse of brick with beautiful art work.

The school are extremely grateful for the grant, which has enabled them to create this wellbeing space for their pupils and allow them to have the tools needed to maintain the garden.

Well done and thank you

A massive well done to Natasha, Olivia, Kitson and Grace for being selected for the winning designs for their mural! Their beautiful designs were printed onto a large canvas and will be on display for a year in the wellbeing garden.

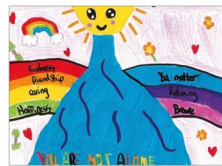
Also, a big thank you to all the children and parent's who supported in renovating this space for our school. The club ran by Ms Gardner has helped to plant flowers, clear and tidy the area as well as create beautiful decorations to brighten it all up! Well done team!











30 years at Church Hill - Celebrating Mrs Burns!



To **celebrate 30 years of dedicated service**, the school recognises **Mrs Burns**, a valued member of staff whose commitment and passion have made a lasting impact on the community. Over the past three decades, Mrs Burns' hard work and care have supported generations of pupils and contributed significantly to the life of the school. Known for her great sense of humour, kindness, and caring demeanour, she is deeply appreciated by

colleagues and pupils alike. This milestone provides an opportunity to honour and commend her exceptional contribution to education.





Warwick Castle

At the start of this term, our Year 7 students enjoyed an exciting and educational trip to Warwick Castle as part of their history studies on the War of the Roses. The visit brought their learning to life and provided a memorable insight into this fascinating period of British history.

During the day, students explored the castle grounds, both inside the impressive medieval buildings and across the expansive outdoor areas. They took part in an engaging War of the Roses workshop, where they deepened their understanding of the rivalry between the Houses of York and Lancaster through interactive activities.

One of the highlights of the trip was the spectacular Birds of Prey show, where students witnessed these magnificent creatures in flight and learned about their role in medieval life. For those feeling particularly brave, the Warwick Castle Dungeons offered a thrilling (and slightly spooky!) experience, immersing students in the darker side of history.

The trip was a huge success, with students enthusiastically sharing how much they enjoyed the experience. It was a fantastic opportunity to enrich their learning beyond the classroom, and their excellent behaviour and engagement made us very proud.

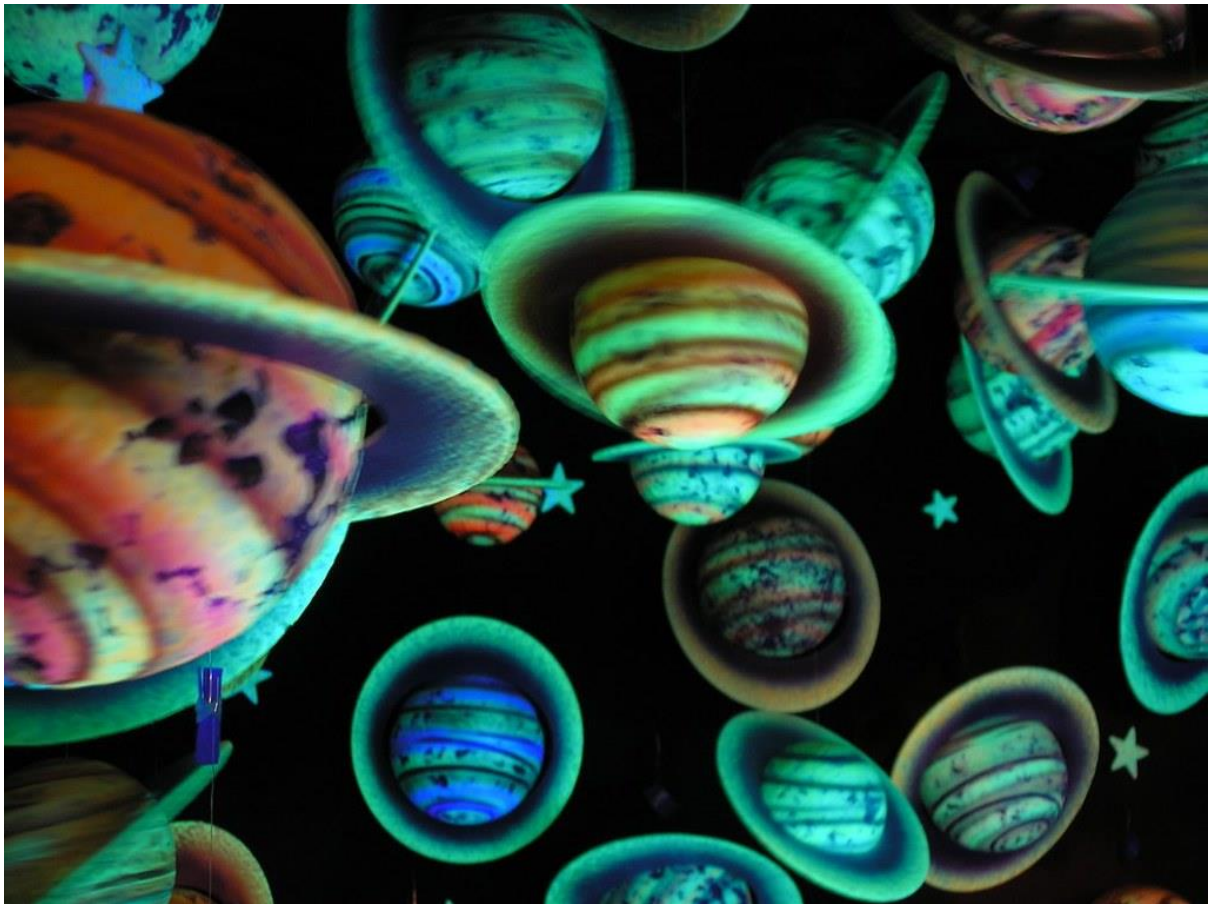








The planetarium comes to Church Hill!



This term, Year 5 pupils enjoyed an exciting interactive planetarium experience delivered by representatives from University of Warwick. Inside the inflatable dome, children explored the solar system, learned about planets, stars, gravity, and space exploration, and discovered how physics helps us understand the universe. The immersive experience brought science to life and encouraged curiosity, questioning, and enthusiasm for learning.

Alongside exploring space, pupils were introduced to a range of careers linked to physics, engineering, technology, and scientific research. The session also highlighted different educational pathways, including university study and careers within STEM subjects. This inspiring visit helped children see how their learning in school can connect to exciting future opportunities while developing their confidence and interest in science



Art - enquiry Project - Year 7



This year, our Year 7 students have taken part in an exciting and ambitious Art project known as the **Enquiry Project** – a completely student-led journey designed to encourage independence, creativity and confidence. Centred around the broad and inspiring theme of **Insects**, the project gave every student the freedom to choose their own direction, medium and final outcome.

From the very beginning, pupils were placed in the driving seat. Each student started by carrying out their own research, exploring insects through observation, imagery and secondary sources, while also studying artists, designers and practitioners whose work connected with their chosen ideas. This stage encouraged curiosity and investigation, as students explored a wide range of artistic styles, disciplines and materials, building a personal bank of visual references to inspire their work.

Using this research, students then began generating their own initial ideas. Rather than following a set brief or outcome, they were encouraged to take ownership of their project,

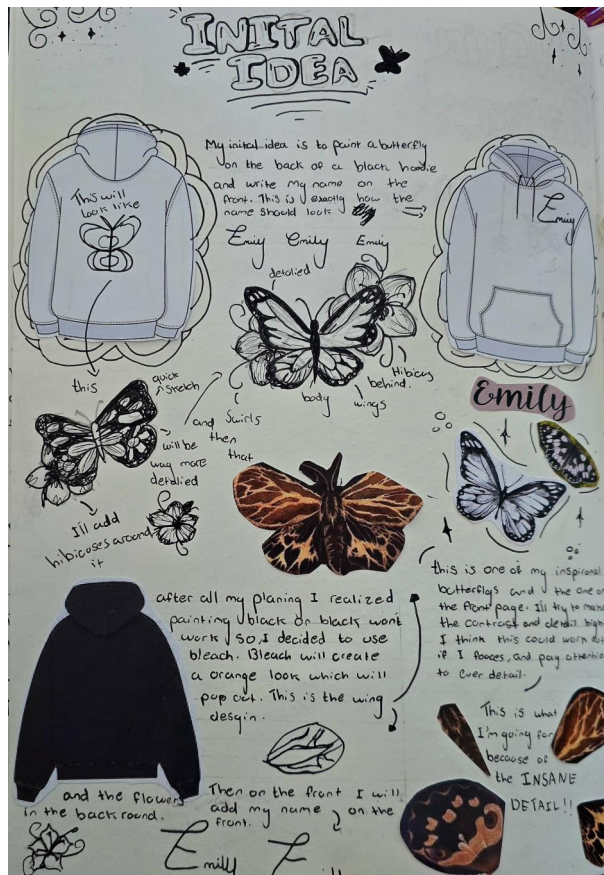
making decisions about what they wanted to communicate and how they wanted to communicate it. This naturally led into the most dynamic part of the project: **experimentation and development.**

During the development stage, classrooms were alive with creative energy. Students tested materials, refined techniques, explored and adapted their ideas as challenges arose. This phase required resilience, problem solving and a willingness to take risks. Not every experiment worked – and that was very much the point. Students learned first-hand that creativity often involves learning “the hard way”, embracing mistakes and using them as opportunities to improve.

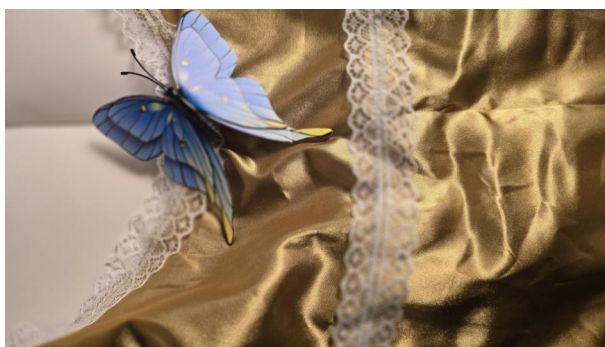
Once their development work was complete and a clear final idea had emerged, students moved on to producing their final outcomes. This year’s results were incredibly diverse, showcasing just how powerful a student-led approach can be. Outcomes included clay sculptures, large-scale paintings, digital illustrations, character and game designs, photography, mixed-media pieces and fashion design. Some students explored movement through stop-motion animation, while others pushed themselves by working on an ambitious scale or learning unfamiliar techniques.

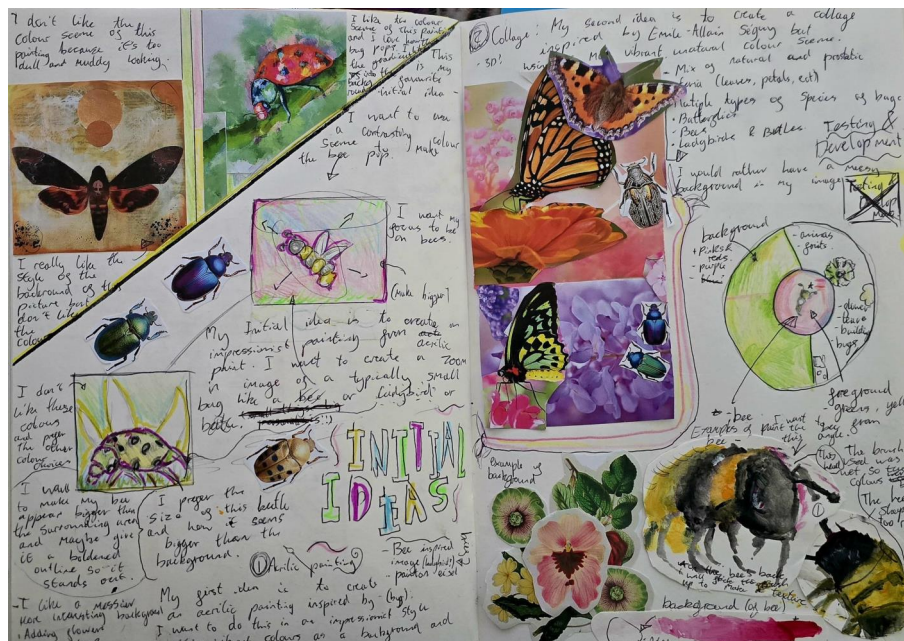
Alongside their final pieces, students produced sketchbooks documenting the entire creative journey – from research and early thoughts to experimentation, reflection and refinement. These sketchbooks capture not only technical progress, but also growing confidence, perseverance and pride in their work.

The Enquiry Project has been a vibrant and, at times, delightfully chaotic experience, but above all it has been an incredibly rewarding one. Our Year 7 students have approached the project with enthusiasm, creativity and commitment, producing work they can be genuinely proud of. The project has highlighted the value of independence and creative risk-taking, showing just how powerful it can be when students are trusted to lead their own learning and follow their individual creative interests.









Young and Old Come Together in Church Hill's 'Bridge the Gap' Project



A group of ten Key Stage 3 students have spent the past month building meaningful connections with older members of the Church Hill community as part of a heart warming initiative titled *"Bridge the Gap."*

The project, a joint effort between the local school and the neighbourhood Police Community Support Officer (PCSO), was designed to bring together teenagers and elderly residents in a relaxed and welcoming setting. Across four weekly one-hour sessions, participants met to chat, play games, and share stories—creating an environment where both generations could learn from one another.

The aim of *Bridge the Gap* was simple but powerful: to break down barriers between age groups, foster empathy, and build lasting relationships within the community. Each session provided opportunities for one-to-one conversations, with students and residents exchanging experiences of life from their different perspectives.

The initiative quickly proved to be a success. The atmosphere throughout the sessions was described as warm and engaging, with laughter and conversation flowing naturally. Students enjoyed playing board games and cards with community members, while also proudly sharing examples of their schoolwork. For many, it was a chance to gain insight into the past, hear personal stories, and reflect on how life has changed over time.

Members of the Church Hill community were full of praise for the students involved, commending their kindness, enthusiasm, and respectful attitudes. One particularly touching moment came after the project had ended, when a local resident reported seeing one of the participating students passing by on his bike. Recognising them, the student stopped to chat—demonstrating that the connections formed during the sessions had extended beyond the organised meetings.

Staff involved in the project highlighted the significant impact it has had on the students, noting an increased sense of empathy, confidence, and understanding of others. By experiencing life through the eyes of older generations, the young participants developed a deeper appreciation for the value of community and communication.

The success of *Bridge the Gap* has shown how simple, regular interactions can make a meaningful difference in bringing people together. As both students and residents left with smiles—and, in many cases, new friendships—the project stands as a shining example of how communities can grow stronger through connection and shared experiences.

Organisers hope this will be the first of many such initiatives, continuing to strengthen the bonds between generations in Church Hill for years to come.





Summer in SEND!



A Fantastic Term

It has been a highly successful and productive term for the KS3 support team. We have been busy providing targeted support for our learners, particularly in preparation for EBACC assessments, SATs, and through ongoing intervention programmes. It has been a real highlight for the team to spend more time in lessons, working closely with pupils on a 1:1 basis and seeing their confidence and progress grow.

Our interventions have continued to flourish, with a strong focus on literacy, numeracy, and social communication skills. The impact of this work is evident not only in academic outcomes but also in the positive relationships we continue to build with our pupils.

We are extremely proud of what the team has achieved this term and look forward to continuing to support our pupils in the final term ahead.

Meet the AA Team:

We are incredibly proud of the hard-working, dedicated and talented team...



*2 - **Ms Ash** provides invaluable 1:1 tuition for key pupils and leads on both Fresh Start and writing interventions, ensuring students receive targeted support to develop their literacy skills.*



*3 - **Miss Tak**, our resident “numbers queen,” works predominantly with Year 7, delivering maths interventions and supporting pupils in building confidence with numeracy. She also runs the ever-popular Warhammer Club every Wednesday, is WAM trained, and leads on Talk About interventions.*



4 - **Miss Linton** is a key worker for many Year 7 and 8 pupils and is a trusted adult for those needing support when dysregulated. She is passionate about getting pupils active and engaged, and also leads Talk About interventions.



5 - **Mrs Burns**, our “Queen AA,” has been a valued member of the CH community for an incredible 30 years. She leads Lego Therapy across the school, supports during soft start and finish, and is a familiar, welcoming face at breakfast club and lunchtimes.



6 - **Ms Cartland**, our Sensory Circuit pro, leads the school’s sensory circuit provision. This much-loved intervention continues to thrive under her expert guidance and has a significant positive impact on pupils’ readiness to learn.

Keep Earning Those House Points!



We are excited to remind everyone about the importance of earning house points as we work towards our house point badges! Each point not only reflects your hard work and dedication but also contributes to a sense of community and friendly competition among

houses. As pupils continue to engage in their lessons and extra-curricular activities, they can take pride in showcasing their achievements through these badges.

Wearing a house point badge is not just a symbol of accomplishment; it also serves as a fantastic conversation starter and a source of pride. It encourages our pupils to strive for excellence, knowing that their efforts are recognised and celebrated. The more points they earn, the closer they get to the next tier, which can boost confidence and motivate them to keep pushing their limits.

100 - Bronze

200 - Silver

300 - Gold

So, let's keep the momentum going! Encourage your children to participate in class, help their peers, and embrace every opportunity to earn those valuable house points. Together, we can create a vibrant and supportive school environment where everyone feels valued and proud of their achievements!

Attendance



We are delighted to share some fantastic attendance achievements this year that demonstrate the positive impact of our whole-school focus on regular attendance.

- Our overall attendance has improved significantly from **90.99% at this point last year to an impressive 92.44%** this year - a remarkable increase of 1.45 percentage points.

- Even more encouraging is the dramatic rise in pupils achieving perfect attendance: **57 pupils currently have 100% attendance** compared to just 40 at the same time last year, representing a 42.5% increase in pupils who haven't missed a single day - and this

improvement is despite having more than 50 fewer children on roll this year, making the achievement even more significant.

- We've also seen a substantial reduction in unauthorised absences, dropping from **3.03% last year to just 2.07% this year**, showing that families are working closely with us to ensure absences are properly authorised and minimised where possible.

- Particularly pleasing is that our attendance improvements are evident across all pupil groups - our SEND pupils and those in receipt of pupil premium have shown positive progress, demonstrating that our inclusive approach to attendance support is working effectively. These improvements reflect the hard work of pupils, families, and staff working together, and we're confident that this upward trend will continue to benefit our pupils' learning outcomes and wellbeing throughout the year.

Good attendance is absolutely crucial for our Years 5-8 pupils as they navigate this pivotal stage in their education.

During these formative years, pupils build the foundational knowledge and skills that will determine their success in GCSEs and beyond. Missing just one day per week means losing 20% of learning time - equivalent to missing an entire school year over five years.

For our Year 5-6 pupils, consistent attendance ensures they master essential literacy and numeracy skills before secondary transition, while our Year 7-8 pupils need every lesson to adapt to increased academic demands and develop independence.

Research shows that pupils with attendance below 90% are significantly less likely to achieve their potential, with gaps in learning becoming increasingly difficult to close. Beyond academics, regular attendance helps pupils maintain friendships, develop resilience, and establish the strong work habits essential for future success.

We understand that genuine illness occurs, but we encourage families to send pupils to school whenever possible - often a day at school with minor symptoms is better than a day of missed learning.

If your child's attendance falls below 95%, please contact us immediately so we can work together to address any barriers and ensure they don't miss out on these critical years of their education.

PE and Sports achievements



This half term has been another exciting and successful period for sport at Church Hill, with our pupils demonstrating not only skill and determination but also outstanding teamwork and sportsmanship across a range of events.

Our **Year 5 boys' football team** enjoyed a fantastic run in the Redditch District Tournament, progressing all the way to the **semi-finals**. The boys showed great teamwork, resilience and technical ability throughout the competition, and we are incredibly proud of their achievement. It was also wonderful to see even more of our Year 5 boys representing the school at the **football festival**, where they had the opportunity to develop their skills and showcase their talent in a supportive and enjoyable environment.

We were delighted to **host the Year 8 Girls' Redditch District Netball Tournament** here at Church Hill. Our team displayed excellent resilience and determination throughout the event, competing with great spirit and representing the school brilliantly against strong opposition.

Another highlight of the half term was our participation in the **Year 7 and 8 Redditch District Rowing Competition**. All of our students demonstrated impressive fitness levels, determination and a real commitment to giving their best. A special congratulations goes to our **Year 8 boys' team**, who achieved a fantastic **2nd place in the team event**. In addition, a

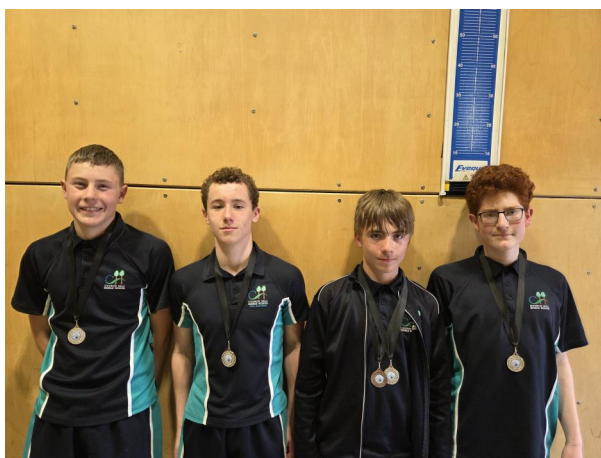
huge well done to **Jackson O'Donnell**, who secured an excellent **3rd place in the Year 8 boys' individual competition**—a superb personal accomplishment.

We also look forward eagerly as our **Year 5 and 6 pupils take part in their rowing event this afternoon**, and we are excited to see how they perform.

Our **Year 5 and 6 girls' netball team** also represented the school at the Redditch District Tournament. After facing a tough opening match against a strong Astwood Bank side, the girls showed great character to dominate their second game against Bede's. Despite creating numerous scoring opportunities, luck was not on their side and they narrowly missed out on a place in the semi-finals on goal difference. Their perseverance and positive attitude were truly commendable.

As we head into the next half term, our focus will shift towards **athletics**, with both district and trust competitions on the horizon. We are also excited for the start of the **cricket and rounders season**, giving even more pupils the opportunity to get involved in sport and represent Church Hill.

Well done to all of our pupils who have taken part this half term—we are incredibly proud of your efforts and achievements!





Community teachers association



Welcome to the Abbey wood and Church Hill CTA

We organise school events across the year to raise money for both Abbey Wood and Church Hill.

If you would like to be a part of our Abbey wood and Church Hill CTA, please contact **Becky Atkins** on **01527 962794**.

Key dates for spring term

Reminder that after-school clubs continue after half term. There are no new clubs in summer 2.

Clubs will not run in the final 2 weeks of term.

3rd June – Y8 trip to Stratford

10th June – Y7 Big Bang Trip

24th June – New Intake Evening (for new year 5's)

26th June – CRST Sports Day

1st July – Y7 New Intake Evening

2nd July - Children's University Graduation

8th/9th July – Transition Days

Support, courses, and workshops for parents, carers and grandparents



Baby and toddler groups	Health visiting	Feeding your baby	 WORCESTERSHIRE FAMILY HUBS	
	Speech and Language	Midwifery		
Child development	Parenting support/programmes/workshops		Activities to do at home	Stop smoking
Healthy eating	Mental health	Food bank vouchers	Healthy start vitamins	
Information about alcohol/drug support	Information about domestic abuse	Health and wellbeing support and signposting	Debt and welfare advice	Youth support



8 - The Nigel Prosser foundation

Support for families with SEN

[Free Sen Support For Families | Nigel Prosser Foundation](#)



9 - Violent clips, online 'wars', and shock-value challenges can spread rapidly across social media feeds – often appearing in front of young people who weren't actively looking for them. Messaging groups and viral trends can expose children to real-world violence online, sometimes normalising harmful behaviour or encouraging risky offline actions.



10 - Children and young people are increasingly turning to social media for mental health advice, but much of what they encounter online is unverified, oversimplified or misleading. Platforms like TikTok and Instagram have become go-to sources,

and how misuse of clinical language and viral trends can distort children and young people’s understanding of mental health.

MONITOR ONLINE ENGAGEMENT Regularly review and discuss a young person's online activity, providing appropriate guidance on discerning accurate content. Tools such as parental controls or co-viewing content can help mediate exposure to harmful misinformation, reinforcing safer digital habits and informed critical thinking about mental health. 	SCHOOL-HOME COLLABORATION Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasising misinformation awareness. Jointly delivered education sessions on identifying and responding to misinformation can significantly improve people's ability to critically assess mental health content, supporting their mental wellbeing effectively both online and offline. 
IDENTIFY RELIABLE SOURCES Teach young people to critically evaluate mental health content by checking credentials, source credibility, and evidence-based information. Encourage them to refer to trusted medical or educational platforms and to consult healthcare professionals for clarification. This reduces young people's reliance on potentially harmful or misleading online sources. 	ENCOURAGE OPEN DIALOGUE Foster a non-judgemental environment where young people feel comfortable discussing online content. Regular talking about their online experiences and perceived mental health concerns helps counter misinformed exchanges, mitigates misinformation, and builds trust, thereby enhancing their resilience and digital literacy. Model situations where you have sought advice from accurate sources and not solely relied on social media for health advice. 

Mental Health Focus



SAFEGUARDING



CHURCH HILL
MIDDLE SCHOOL

[Free online Self Harm Support for 10- 17 years old](#)

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. You don't need an adult to refer you or sign you up, and no-one will see or hear you during the sessions – you'll just join in via the chatbox. They want to help you to find your next steps towards recovery, wherever you are on your journey.

[Parents Helpline - supporting your child through mental health.](#)

Young Minds support parents and carers who are concerned about their child or young person's mental health.

You might contact them because you're worried about how your child or young person is feeling or behaving. Or you might need advice about finding mental health support for them. Whatever your concern is, their advisers want to understand what's happening and support you to take the next step.

Over the phone, they can provide detailed information and advice about your child or young person's mental health. We can also offer you emotional support and direct you to other services that may be able to help. Their phone service is confidential.

Remember, it's okay to reach out for help. We all need a little extra support sometimes.

Parents Helpline for free on [0808 802 5544](tel:08088025544).

Open Monday to Friday. You can call:

- from 9.30am - 4pm on Mondays, Thursdays and Friday
- from 9.30am - 6pm on Tuesdays and Wednesdays

[Your guide to CAMHS, who's who in mental health services and who's on call if you need someone to talk to.](#)

What is CAMHS and how can they help?

CAMHS are the NHS services that assess and treat young people like you if you're struggling with poor mental health.

CAMHS is made up of lots of local services across the UK. Services are different across England and Wales and not all of them offer the same support. But generally, CAMHS can support you with lots of different mental health difficulties and conditions, like:

- [depression](#) or low mood

- [problems with food and eating](#)
- [self-harm](#) or [suicidal thoughts](#)
- difficult feelings from [abuse](#), , which may have led to [trauma](#)
- [sleep problems](#)
- managing violence or [anger](#)
- [bipolar disorder](#), [psychosis](#), [borderline personality disorder](#) and [schizophrenia](#)
- feelings of worry or [anxiety](#)
- coping with [grief and loss](#)
- neurodivergence like [autism](#) or [ADHD](#)

[Guide to anxiety](#)

What is anxiety?

Anxiety is when you feel scared, worried or panicky about something. It's a normal, human feeling and your body's natural response to stress or danger. Anyone can experience anxiety, regardless of age, gender, race, culture or faith.

We all feel anxious from time to time. But the feeling usually passes once we feel safe or solve the problem that was causing the anxiety.

We all experience anxiety from time to time; it's part of being human. But if it's stopping you doing the things you want to do in life, it might be time to get some help. Find out more about anxiety, the different types of anxiety disorder, and what help is available.

[Guide to Self esteem and believing in yourself](#)

What is self-esteem?

Self-esteem is how you see and feel about yourself. It's not just about looks – it's about self-confidence too.

When your self-esteem is strong, you don't stress too much about what others think. You accept yourself as you are, flaws and all, and believe you deserve good things. But sometimes, it's hard to believe in yourself or feel like you're enough. That's totally normal.

Everyone's self-esteem has its ups and downs. In a world where social media and comparison is everywhere, keeping a healthy self-esteem can be tough, but it's super important. Young Minds advice can help you feel confident and good about yourself again.

Digital mental health support

[Tellmi is a FREE APP for Children age 11+](#)

Commissioned by NHS

Tellmi is...

- Pre-moderated, anonymous peer support
- Age-banded for under 18's
- Preemptive counsellor intervention for people who are in crisis
- Scheduled 1-2-1 Solution Focused Therapy
- Premium extensions offering specialist support
- Directory of crisis, specialist, local and national resources
- Available all day, every day. No referrals. No waiting.

[Kooth is a FREE APP for children](#)

Kooth is the UK's largest and longest established digital mental health service.

They partner with NHS and local authority organisations to deliver game-changing mental health support to young people from age 10 and up.

Kooth is for all young people - whatever background, whatever situation:

- Free - Kooth is funded in a local services partnership, so users never have to pay
- Private and confidential - Everyone can find help in absolute confidence
- Safe space - all content on our platform is checked by our safety team
- Flexible - available 365 days a year, with no waiting lists

Worcestershire - Family Front Door (FFD)

- If you do need to speak to us by phone, you can call **01905 822666**
- Staff are available Monday to Thursday from 9.00am to 5.00pm and Fridays from 9.00am to 4.30pm.
- In emergencies out of normal office hours (weekdays and all day at weekends and bank holidays): telephone: **01905 768020**

Children and Adult Mental Health Crisis

- **NHS 111** - Select Mental Health Option (Opt 2)
- 18 + Worcestershire Safe Haven **01905 600400** any day of the week between 6pm and midnight for support and signposting
- 18 + Herefordshire Safe Haven **01432 372 407** any day of the week between 6pm and midnight for support and signposting

Other support available

SHOUT (text support service): **Text SHOUT to 85258.** <https://giveusashout.org/>

- Shout 85258 is a free, confidential, 24/7 text messaging support service for anyone who is struggling to cope. Shout provides free, 24/7 text support for young people across the UK experiencing a mental health crisis.
- All texts are answered by trained volunteers, with support from experienced clinical supervisors.
- Texts are free
- Opening times: 24/7

PAPYRUS: phone 0800 0684141

- Papyrus are a confidential support and advice service for children and young people under the age of 35 who are experiencing thoughts of suicide, or anyone concerned that a young person could be thinking about suicide.
- If you are having thoughts of suicide or are concerned for a young person who might be you can contact us for confidential support and practical advice.
- <https://www.papyrus-uk.org>
- Text: 07860 039 967
- Email: pat@papyrus-uk.org
- Supporting Your Child – Parents Guide: [Supporting-Your-Child-A5-Booklet-English-2023.pdf](#)

Samaritans: phone 116 123

- Samaritans are on hand 24 hours a day, 365 days a year to listen. Their number is free to call. You do not have to be suicidal to contact them. Talking helps.
- <https://www.samaritans.org/>
- Helpline: 116 123
- Email: jo@samaritans.org

- **Childline:** Helpline: 0800 1111
 - Childline is yours – a free, private and confidential service where you can talk about anything. Childline is open 24 hours a day, 7 days a week. So you can talk to us any time. But we might not be able to talk for as long when it's after midnight. Our number won't show up on any phone bills.
 - [Self-harm: Ask Sam | Childline](#)

Calm Harm App

- Calm Harm is a free app that helps you manage or resist the urge to self-harm.
- <https://calmharm.co.uk/>

Young Minds – Suicidal Thoughts

- Information for children/young people
- [Suicidal Feelings | Help And Advice For Young People | YoungMinds](#)

Young Minds have information for parents/carers on how to talk about Suicidal Thoughts with your child

- [Suicidal Thoughts | Suicidal Ideation Signs & Symptoms | YoungMinds](#)

Urgent but not life threatening:

- Contact NHS111 or visit 111.nhs.uk
- (Select the mental health option to be put through to the Herefordshire and Worcestershire 24-hour Urgent Mental Health Helpline for people of all ages)
- **Emergency, life threatening illness or injury:**
 - Call 999 or go directly to Emergency Department or Accident and Emergency

****Please do not respond to this email. If you have any enquiries, please email on: cypenquiries@onside-advocacy.org.uk**

