

Kirklees Council

Children and Young People's Emotional Wellbeing Strategy 2025-2030



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Introduction

This strategy is for everyone in Kirklees who cares for and about children and young people's emotional wellbeing and mental health. All of us – parents, carers, family members, workers and volunteers in our services, schools and communities – have the opportunity, every day, to look out for and look after each other.

Most children and young people experience good emotional wellbeing most of the time. Yet there are high levels of concern about young people's emotional wellbeing and increased demand for mental health services.

Our young people have told us that they want to understand their mental health, how to look after themselves and their friends and families and be equipped with insight and skills to stay well.

This strategy sets out our understanding of Kirklees' children's mental health and emotional wellbeing, and our aspiration to support them to have the best start in life and be as well as possible. It explores the factors that can support or undermine good mental wellbeing and sets out our priorities for attention and action.

Children and young people's mental health and wellbeing matters as much as their physical health. We want our children and young people to be well and happy so that they can achieve their potential.

To achieve our ambition, we know that all children need:

- **Support** – from their friends, families and those who care about and work with them.
- **Knowledge** – about the protective factors that can help them to stay well, what can help when they don't feel well and when and where they can get extra support if they have higher level needs.
- **Skills** – that equip children and the adults who care for them to look after themselves, and to look after each other.

Mental health and wellbeing are everyone's business – no one person or service has all of the responsibility or all of the answers. Some of the best tools to nurture our wellbeing can be built into everyday life to develop good habits from a young age. Building these habits helps to protect our mental health and our resilience to cope with life's challenges.

Children and young people tell us that they prefer to access support from known, trusted adults in their own schools and communities. They want to be enabled to develop the skills and understanding to care for themselves rather than waiting for a referral to another service.

Early intervention in universal settings means that many issues can be addressed in a timelier way, so they do not escalate or become entrenched.

Local intervention and open discussion of emotional wellbeing helps to build confidence and resilience to address needs and to protect specialist services from inappropriate demands. This is especially relevant at a time when public services are under pressure.

All of us – family, friends, practitioners and professionals – can play our part in looking out for and looking after each other.

Our aims

- Children, young people and families in Kirklees are happy and healthy; they have opportunities to develop self-care skills and knowledge, can access support to be well and to manage and bounce back from difficulties.
- Early help and support are available for families in early years, schools, and community settings.
- Children and young people at high risk of poor mental health have timely access to effective clinical services.

How and why we have developed this strategy

This strategy has been driven by our cross-agency Emotional Wellbeing Partnership. The Partnership's role is to collaborate across the system to support Kirklees children and young people to be happy and healthy so that they are enabled to achieve the best start in life.

Important local strategic drivers for this work are the shared outcomes agreed with our key partners, especially the focus on giving children the *Best Start in Life* and the aspiration that people in Kirklees are *as well as possible for as long as possible*.

The Kirklees Health and Wellbeing Strategy (KHWS) sets out our priorities for improving health and wellbeing and what we will do as partners to achieve those improvements. The Health and Wellbeing Strategy priorities are: good mental wellbeing, connected care and support, and healthy places.

The West Yorkshire Health & Care Partnership's Children and Young People's Mental Health Strategic Plan has four priorities, focusing on clinical services. The priorities have been developed in partnership with the West Yorkshire Children and Young People's Mental Health Provider Collaborative. They are: Crisis and Intensive Home Treatment Teams; Eating Disorders; Neurodiversity; Transitions (to adult services)

Our Emotional Wellbeing Strategy has been developed alongside children, young people, families and those who work with them. We have worked with children, families, service providers in universal services in our community and with those who work in or access targeted and specialist services when needs are greater. Their lived experience and expertise inform and shape our priorities.

We have taken an evidence-based approach, described in the next section, so that we understand our child population and wider community needs, perceptions and outcomes. Our partners, especially those who are active in our Emotional Wellbeing Partnership have been generous with their time, insight, support and challenges to work collaboratively to shape this strategy.

A key driver is our understanding that good mental health underpins a child's capacity to learn, aspire and achieve, with consequences for their long term social and economic outcomes.

Definition of emotional wellbeing

The definition of emotional wellbeing, chosen by our young people and their teachers is: **Feeling safe, happy and being able to manage challenges.**

The World Health Organisation (WHO) defines mental health as *'a state of wellbeing in which the individual realises his or her abilities, can cope with the normal stresses of life, work productively and fruitfully, and is able to make a contribution to his or her community.'*

Context data and insight

Local and national evidence underpins our Emotional Wellbeing Strategy. This includes evidence from research and surveys, from universal and specialist services, from children, families and professionals.

Children and young people's mental health and emotional wellbeing has been the focus of attention and concern, especially since the Covid 19 pandemic which had a disproportionate impact on them and increased existing health inequalities.

Demand for mental health services has increased significantly while costs have risen, and services' resources reduced in real terms. It is essential we do more to create a culture of wellbeing in universal services, to promote the circumstances that enable children to thrive and to access early support from those they already have trusted relationships with, in settings they know, when they experience distress and before their needs escalate.

The national picture

In 2023, around one in every five children and young people aged 8-25 had a mental health difficulty (20.3% of 8–16 year-olds, and 23.3% of 17–19 year-olds), continuing an increasing year on year trend.

Among 8–16 year-olds, rates of mental health difficulty were similar for boys and girls, while for 17–25 year-olds, rates were twice as high for young women than young men.

Poverty has an impact on children's physical and mental health. For children growing up in poverty going without the things that others take for granted can contribute to increased anxiety, low mood and self-esteem.

"I know my mum doesn't have any spare cash, you know with the cost of living... so I've just stopped asking and just stopped going out."

Young adult, Loneliness survey

More than one in four children aged 8-16 years old (26.8%) with a mental health difficulty had a parent who could not afford for their child to take part in activities outside school or college, compared with one in 10 (10.3%) of those unlikely to have a mental disorder.

Children aged 11-16 years old with a mental health difficulty were

FIVE TIMES

more likely to have been bullied in person.

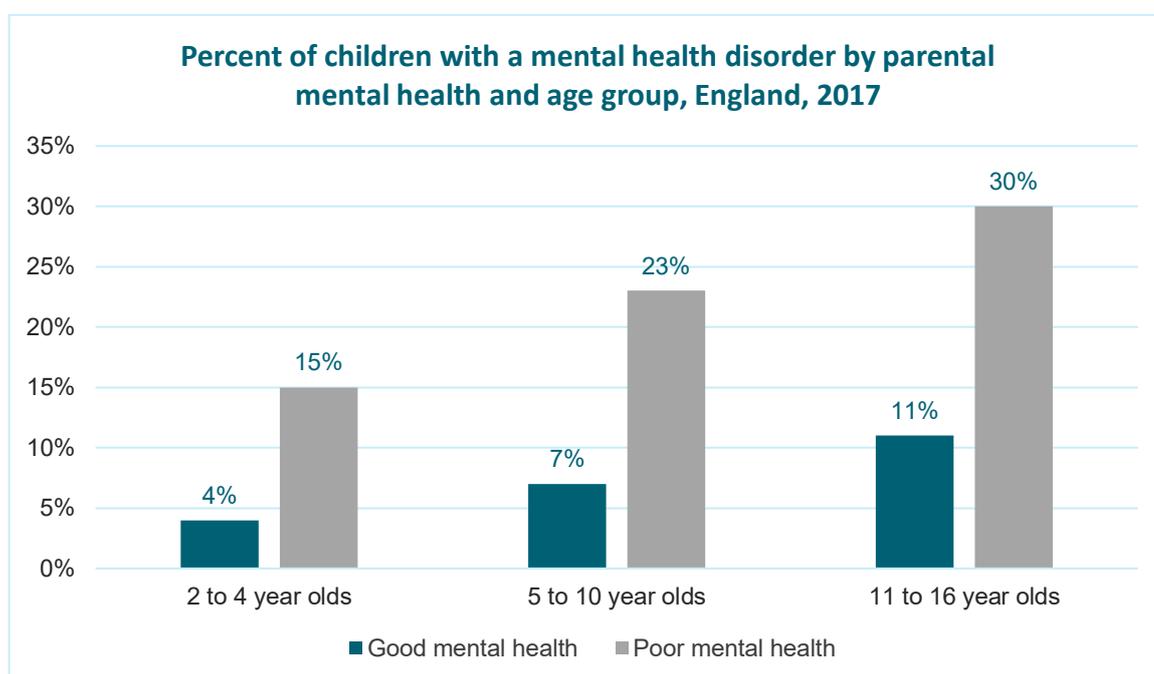


Evidence from the [Sport England Active Lives Children and Young People's Survey 2022-3](#) shows that children and young people who take part in activity programmes are more likely to have positive emotional wellbeing and not to feel lonely.

Children from the least affluent families have the lowest opportunities to participate; children from affluent families have the most opportunities to benefit.

Children aged 11-16 years old with a mental health difficulty were five times more likely to have been bullied in person, compared with those without a mental health difficulty (36.9% compared with 7.6%). They were also more likely to have been bullied online (10.8% compared with 2.6%).

Children whose parents had poor mental health are more likely to have a mental health difficulty, with the likelihood increasing with children's age:



Source: NHS Digital
[Children whose families struggle to get on are more likely to have mental disorders](#) - Office for National Statistics (ons.gov.uk)

These findings suggest that our preferred holistic and whole family approaches to emotional wellbeing are more likely to be effective than a standalone intervention.

The local picture

The Kirklees Year 9 Health Survey offers insight into local young people's mental health circumstances and trends. The 2023 survey included 2,255 14 year olds from all communities in Kirklees.

13% of all 14 year olds who were asked 'How would you rate your mental health now?' said it was 'bad or very bad'.

There are important gender and identity differences in how young people answered, reflecting wider cultural influences and inequalities – 9% of boys; 16% of girls; 42% of non-binary; 29% of LGBTQ+; 23% of White British, 11% Black British and 8% Asian British young people thought their mental health ‘bad or very bad’.

The Year 9 survey assessed children’s answers using the Short Warwick-Edinburgh Mental Wellbeing Scale.

25% of all 14 year olds had a high wellbeing score. Again, there are differences for different population groups: 33% of boys, double the 16% of girls, and treble the 11% non-binary rate. 15% of LGBTQ+ children score highly. 33% of Asian British children, 31% of Black British children and 20% of White children had high scores.

Currently 10% of young people who are referred to Kirklees Keep in Mind for clinical support are assessed within 20 days. 76% start to receive support within 35 working days. [January 2025]

The Our Voice Children’s Participation Team worked with SWYFT, the Mental Health in Schools team to involve 362 children from all communities in 23 schools and settings to identify what a positive culture of wellbeing should look like in schools and communities. Their understanding and insight are central to the recommended actions and approaches in this strategy.

They told us:

“In school, we talk about quiet spaces, to break out, sit, reflect, and calm. These vary from nurture rooms, corners or nooks in the classroom to cloakrooms and toilets. Although doodling, fidget toys, and music may be seen as a distraction, we believe they help us focus and learn.”

“When our senses are happy our learning improves. Sound, like music or water, plants and pleasant smells, as well as soft cozy places to sit, can all improve our well-being. Books can help distract, imagine, and escape. Libraries provide some of us with a safe, quiet space to calm and relax.”

“We have adults around us who champion wellbeing. They use language about feelings, weave in time to check in on us and listen to our worries.”

“Outside [school] we talk about grass, trees, flowers, and plants. Nature, fresh air, and being outdoors help us feel calming and positive thoughts.”

“We see the outside as a ‘break’ from learning. Breaks are important, as they give us time to relax, socialise and reflect. Talking to our friends is key to staying well and break time allows us the opportunity to do this, while we are all together.”

“We understand technology can be a good thing and bad thing, we think it is more good than bad and use it for learning, communication, and relaxation.”

“We find resting and sleeping useful to manage worries, or difficulties and stay well.”

“We enjoy cuddles, playing games, good food and spending time with our family, friends and pets.”

Talking to people

*“I’m happy to talk to others about my feelings and emotions... I know who I can trust. I think that once you start to do it, it becomes easier.” **13-year-old***

*“I don’t talk to anyone. I don’t want to burden the people I love.” **16-year-old***

*“I don’t talk about my feelings because I don’t really know how to explain how I feel.” **10-year-old***

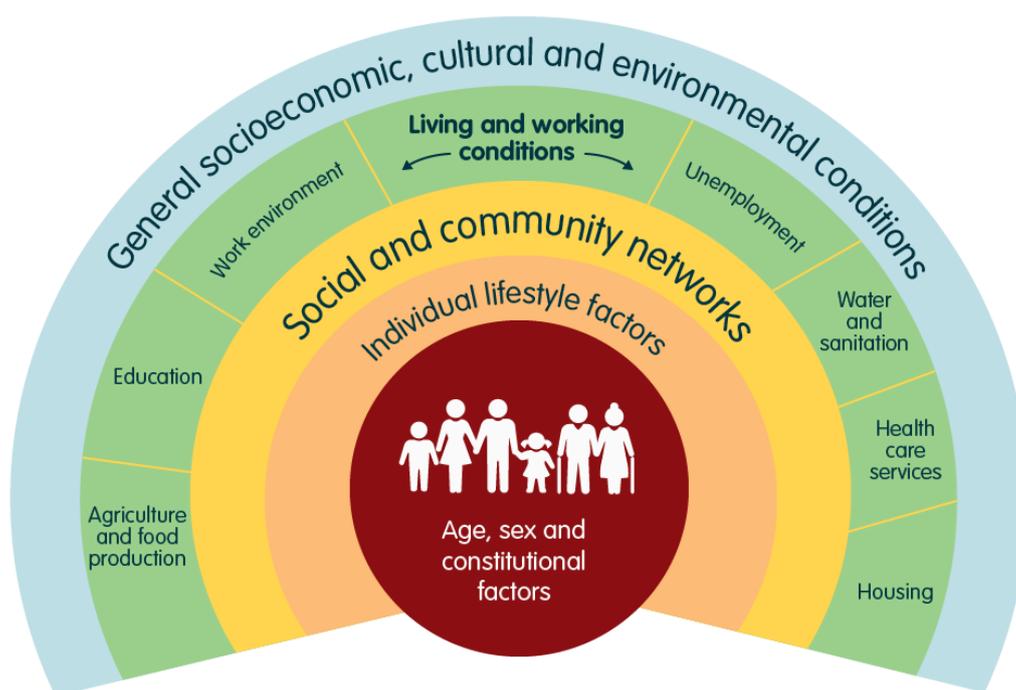
The children told us about the qualities they find helpful in adults:



What shapes our mental health?

Our lives and wellbeing are influenced by the circumstances that we grow up and live in. These 'social determinants of health' influence our experiences, opportunities and outcomes. They include:

- social, economic and environmental factors, including national and local policies and actions,
- the living, working and leisure conditions in the places and communities we inhabit,
- individual lifestyles factors and behaviours,
- personal characteristics.



[Dahlgren & Whitehead model of health determinants](#)

Broadly, people who experience good incomes and standards of living, have safe and healthy homes and communities, and good access to education and work have better health outcomes than those who experience social and economic deprivation and insecurity. Anyone, regardless of their background may face mental health struggles – but those facing disadvantage and discrimination face higher risks of being unwell.

Individual factors – such as our ethnicity, sex, gender and genetic heritage, together with lifestyle factors (such as nutrition, sleep, food, smoking, alcohol) play a part too.

Public Health England have identified risk and protective factors that influence children and young people’s mental health and emotional wellbeing:

RISK FACTORS			
<ul style="list-style-type: none"> × Genetic influences × Learning difficulties × Specific development delay × Communication difficulties × Behavioural difficulties × Physical illness × Academic setbacks × Low self-esteem 	<ul style="list-style-type: none"> × Family disharmony, or break up × Inconsistent discipline style × Parent/s with mental illness or substance abuse × Physical, sexual, neglect or emotional abuse × Parental criminality or alcoholism × Death and loss 	<ul style="list-style-type: none"> × Bullying × Discrimination × Breakdown in or lack of positive friendships × Negative peer influences × Peer pressure × Poor pupil to teacher relationships 	<ul style="list-style-type: none"> × Socio-economic disadvantage × Homelessness × Disaster, accidents, war or other overwhelming events × Discrimination × Other significant life events × Lack of access to support services
 CHILD	 FAMILY	 SCHOOL	 COMMUNITY
<ul style="list-style-type: none"> ⇒ Secure attachment experience ⇒ Good communication skills ⇒ Having a belief in control ⇒ A positive attitude ⇒ Experiences of success and achievement ⇒ Capacity to reflect 	<ul style="list-style-type: none"> ⇒ Family harmony and stability ⇒ Supportive parenting ⇒ Strong family values ⇒ Affection ⇒ Clear, consistent discipline ⇒ Support for education 	<ul style="list-style-type: none"> ⇒ Positive school climate that enhances belonging and connectedness ⇒ Clear policies on behaviour and bullying ⇒ “Open door” policy for children to raise problems ⇒ A whole-school approach to promoting good mental health 	<ul style="list-style-type: none"> ⇒ Wider supportive network ⇒ Good housing ⇒ High standard of living ⇒ Opportunities for valued social roles ⇒ Range of sport/leisure activities
PROTECTIVE FACTORS			

Based on ‘The Mental Health of Children and Young People in England’ December 2016, Public Health England

These models and information help us to understand why and how some groups and individuals are more likely to experience good or poor health, including mental health.

We know from data about service use, children's outcomes and the Year 9 survey that some children and young people's life events and circumstances mean that they may be more likely to be mentally and emotionally unwell and need extra support to handle challenges and prevent crises at different times in their lives.

They include:

- Children who are looked after by the local authority
- Children and young people with autism/ADHD,
- Children and young people with special needs, disabilities and / or long term conditions
- Children and young people who identify as LGBTQI+,
- Children and young people from low-income families,
- Children and young people with adverse childhood experiences (ACEs)
- Children, young people and families from ethnic minority backgrounds,
- Young carers

Growing up – life stages and transition to adulthood

The first 1,001 days of a child's life, from conception to age two, is a time of rapid growth and brain development. A child's earliest experiences set the foundations for their cognitive, emotional and physical development. A range of factors can affect their ability to understand and manage their emotions, build relationships and develop resilience. These can range from routine and family environment to parental mental health and developing social skills. Secure attachments formed with primary caregivers help an infant to feel safe and secure and positive reinforcement helps develop healthy coping strategies for the baby. A baby experiencing neglect, trauma or insufficient nurturing relationships can lead to later mental health problems, deficits in emotional processing and heightened emotional reactivity.

During a child's early years, up to the age of five, there can be many other people who influence their emotional development and wellbeing, including other children and family members, nursery teachers and 0-19 practitioners. During this stage, children are continuing to develop their social skills, increase their awareness of conflict resolution and improve in confidence and emotional bonding. Positive relationships and interactions with those around them all contribute to this process. On the other hand, experiences of high stress environments, negative interactions with peers and lack of stability can result in insecurity, anxiety, fear or trauma. Working together to address these factors early, can help to support a child's emotional health and resilience.

Adolescence is a time of swift, significant change, including neurodevelopmental change. One in eight secondary aged young people will have one (or more) mental health conditions at any one time. Half of mental health conditions in adults start before the age of 14 (Royal college of Paediatrics and Child Health). Boys are more likely to present with behavioural disorder, girls with emotional problems. LGBTQ+ young people, those with special educational needs and disabilities (SEND), those who are looked after and/or have caring responsibilities all have higher risks of poor mental health than their peers. Young people prefer to access support close to home – from friends, family and trusted adults in their lives - for those important conversations, reassurance and extra help when they need it.

Parenting in a digital age has opportunities and challenges. The online space can provide protective factors such as the chance to connect with others with similar life experiences, to access evidence-based information to address issues and concerns and to find fulfilling connections and experiences.

At the same time, digital spaces can feel very different from parents' experiences of growing up, creating concerns and uncertainty about what our young people are experiencing online, the choices they make, and who they may be interacting with. There have always been generational differences in experiences. Everyday conversations and empathetic curiosity about young people's offline and online lives and interests are important. Access to age-appropriate information about digital access and understanding, supporting and regulating appropriate digital access are important twenty first century parenting skills.

Transition from childhood to adulthood has also changed, with young people now much more likely to remain living with their family for longer than previous generations as extended education, increased rates of access to higher education, and significantly increased costs for housing make independence harder. Some young people – such as those who are care leavers, those whose families struggle to provide continued economic support, or those who have special needs and disabilities - have additional challenges to achieving transitions to independence. While the boundaries between childhood and adulthood have blurred and extended, we largely retain services that have distinct boundaries and different types and intensity of support between adult and children's services at the age of 18.

For young people accessing services, the transition between child, adolescent and adult mental health services can be complex. Between the ages of 16 and 25 young people are expected to make key lifelong decisions. The uncertainty and apprehension associated with transitioning between services can be daunting. Supporting young people to talk about how they feel about the transition and ensuring they are involved in creating their own transition plan can help to ensure they have plenty of time to plan and adjust.

Our strategy

Looking after ourselves

Whatever our age, most of us feel OK most of the time. We experience the ups and downs of daily life, and we can accommodate changes and challenges with a bit of time to adjust and reflect. Generally, we can manage our emotions and anxieties and take care of ourselves. We can feel a range of emotions and experience adversity and challenges without any lasting concerns. We may have difficult days and experiences and recognise that this is a common experience. Worry, fear, anger and sadness are all completely normal – until they regularly interfere with our daily life and ability to do the things that we need to do.

What helps us to look after ourselves?

These factors can help us (children and young people and the trusted adults in their lives) to have the resources to cope well with everyday mental and emotional challenges:

- **Strong attachments** that nurture us and provide stability in our lives help us to feel secure.
- **Good sleep habits** and patterns so we are well rested and alert.
- **Exercise** to keep our bodies healthy.

- **Learning**, attending education, enjoying new discoveries.
- **Positive relationships** with people we care about, to talk with, to do things together, and share concerns and experiences.
- **Self-awareness and understanding** of our emotions and what we can do to protect ourselves.
- **Appreciative** of good things and people in our lives – including small daily things that give us pleasure.
- **‘Self efficacy’**, developing or having a sense that we can manage and overcome challenges in life so that they do not define us or our mood.
- **Coping strategies** using a range of habits and things we can do to address problems of feelings.
- Knowing that **it is normal to sometimes be upset or angry** or to have strong feelings and they do not need to define us.
- Knowing that we can **ask for help** – and knowing where to find it.

How do we stay well in school?

- I doodle. I have a book that I constantly doodle in
- Speak to the special educational needs coordinator (SENCO)
- Be around Friends, the people I feel safe with
- Talk to my mates
- I hang out with friends
- Have a drink of water
- Ask for a minute outside of the classroom
- Think happy thoughts and do some meditation
- Go to see a nice teacher
- There’s a special wellbeing centre for anyone who needs to talk to someone about their problems
- Do breathing exercises
- Have a snack
- Walk around on my break

How do we stay well outside school?

- Mostly talk online
- Go rollerblading on the skate park
- Play rugby at a local club
- Do skin care and make up
- Watching and playing football
- Turning my phone off and sleeping
- Watch a movie or funny videos
- Listen to music
- Get some fresh air
- Read a lot of books
- Cuddle my mum and my dog
- Play a board game with my family
- Cheeky Nandos
- Go down to the horses in the yard

Thank you to Key Stage 2 and 3 students in Almondbury, Dewsbury, Denby Dale, Kirkburton and Holme Valley for telling us how they stay well.

Looking after each other

Sometimes we have a problem that lasts for a longer time and does not feel better even when we try the things that help us to feel good. Examples include sleep difficulties, a low mood that lasts longer than a few days or anxieties that stick. Children and young people tell us that when this happens, they prefer to seek and receive early support for their mental health from those closest to them - their family, friends and significant adults in the community, including school staff, youth workers and faith leaders. These known, trusted people are best placed to help us. Our strategy puts an emphasis on providing the helpful people in our lives with good information, advice and resources so that they are able to play their part. Some of the key ways we can support children and young people and look after each other are:

- Developing and sustaining **kind, healthy relationships**.
- Being open, inclusive and non-judgemental - **a good listener**.
- Applying **restorative and trauma informed** approaches.
- Being able to **recognise when people are starting to struggle** and need emotional support.
- Encouraging and supporting opportunities for play and youth activities such as sports, arts and creative activities – **doing things that we enjoy in good company**.
- Training and supporting staff and volunteers to use **evidence-based interventions** so we do things that we know are likely to have better outcomes.

We want to support communities, universal and early help services to have the knowledge and skills to provide good support. This includes advice, information, and early help interventions to address any common issues swiftly in a child's own community – such as anxiety, sleep difficulties, additional needs, behavioural problems and low mood.

Getting extra support– specialist and acute services for highest level needs

Most of the time most children and families can work through any emotional difficulties that come our way, sometimes with the support available to us at school and in the community. There may be times in life when some specialist help is needed. The Emotional Wellbeing Partnership wants to make sure that these services are available for those who need them most. This means we need to reduce pressure on specialist services by providing effective earlier community-based support wherever possible, so that specialist services can reduce waiting times to provide effective, timely support for higher level needs.

We aspire to develop a better understanding of neurodiversity so that children are accepted for who they are and allowed to thrive and celebrate their difference.

Some young people face additional adversity. Developing a better understanding of developmental trauma and how to recognise it will provide support for children to manage difficult emotions that arise from traumatic experiences. Some of these experiences will require specialist support to promote recovery.

Adults - parents, wider families, those who work with children and young people - may also have faced adversity and trauma. We are supporting the West Yorkshire ambition to be trauma informed in our practice for all of our residents and services. Understanding the potential impact of trauma enables us to be better prepared to support young people whose past experiences have deeply affected them and their behaviour.

We want to provide support in the right place at the right time - for most people, most of the time, this will mean in their local community. Where needs are high and a specialist service is needed, we aspire to:

- Have well trained professionals who can provide **evidence based, effective specialist support**.
- Work in partnership with families and professionals from different agencies and organisations (including voluntary sector) to **provide holistic approaches** for complex needs.
- Provide **timely services at the point of need**.
- Support work to become **trauma-informed and resilient across our partnership** – to support families, professionals and services.
- **Listen to service users** to provide responsive services that meet needs.

Our priorities

The work that we have done with children, families and the services and organisations who work with them has led us to taking an approach where most people, most of the time, will be able to meet their emotional wellbeing needs through access to universal services in their local communities. Local services and communities can be enabled through access to good information and opportunities to develop the knowledge and skills to look after themselves and each other.

This approach addresses children and young people's preference to be given the tools to self-care. In time, it will help to reduce pressure and waiting lists for those children who need specialist services to support their greater needs.

Our priorities enable us to focus effort and understanding into those areas we believe will have the best chance to meet identified needs and to provide the right support in the right place, at the right time.

Look after ourselves. Look after each other. Getting extra support.

1. Children, young people and families are supported to look after themselves and look after each other through **access to good quality universal and targeted services, resources and opportunities** (Families Together Hub).
2. Collaborate with Starting Well partners to **adopt and strengthen holistic, family and community centred approaches to emotional wellbeing before seeking access to clinical services**
3. Work alongside the Youth Development Programme Board to support and develop **accessible community-based activities with trusted adults** for children and young people - places to go, people to see, things to do.

4. Work across the system to enable staff and volunteers in community-based services and schools to **access and share resources to build skills and understanding about emotional health (CPD) & support the WY ambition to be Trauma Informed by 2030**
5. We will continue **to engage with and listen to different children and young people's experiences and ideas** to shape and influence the services provided.
6. We will aim to **reduce waiting times** for Kirklees Keep in Mind clinical assessments

How we will know how we are doing

The Emotional Wellbeing Partnership has a key role in assessing the progress and impact of work being done to achieve our strategy. This is a cross-sector group that includes universal and specialist services in the public, voluntary and community sectors to lead work on emotional wellbeing.

There are three ways in which we will assess our progress: data, insight and oversight.

Evidence of positive changes identified through tracking data and the Year 9 Health Survey:

- A reduction in the percentage of young people who rate their mental health as 'bad or very bad'.
- A reduction in the SWEMBS score gap between the general 14-year-old population and vulnerable groups.

Evidence that the increased support provided through Kirklees Keep in Mind to the people who surround children and young people reduces the number of referrals, freeing up clinical time to:

- Increase the percentage of Kirklees Keep in Mind initial assessments taking place within 20 days
- Increase the percentage of Kirklees Keep in Mind interventions that commence within 35 working days

Evidence of positive changes tracked through the Year 9 Health Survey:

- A reduction in the percentage of young people who rate their mental health as 'bad or very bad'.
- A reduction in the SWEMBS score gap between the general 14 year old population and vulnerable groups.

Evidence from our stakeholders:

- The perceptions and experiences of children, young people and families, gathered through our KKiM engagement and voice and insight work.
- Feedback from services and organisations working with children and families on their performance, achievements and concerns.

Our governance arrangements:

- Reviewing progress, barriers and actions through the Emotional Wellbeing Partnership.
- Oversight from the Starting Well Board, including quarterly reporting of progress, plans and access to strategic leads for support to address challenges.

The intelligence from data and insight will be used to make an annual appraisal of progress and to reset actions to continue to improve interventions and outcomes.

What can you do?

Emotional wellbeing is everyone's issue. No one service, activity or intervention makes a difference alone. Some of the things we can do are:

- Talk about it –have everyday conversations about feelings to reduce stigma and make it natural to discuss our wellbeing.
- Taking care of personal wellbeing – connect with and giving back to others, be physically active, engage in learning, living mindfully, in the moment. Basics like sleep, nutrition help too.
- Spotting the signs of stress, depression or anxiety in others and checking in with them so they know that they are not alone.
- Build positive, trusting relationships with children and young people.
- Take up opportunities to talk about emotional wellbeing and access training and support to do so.

Information and support resources for children, young people, and the adults who care for them:

- [Families Together - Support for children, young people and families | Kirklees Council](#) – access online, telephone and in person advice, information and support for parents, carers, children and young people and professionals and volunteers.
- [Kirklees Keep in Mind - Helping young people improve their mental health](#)
Helps young people in Kirklees access timely support to improve their mental health and emotional wellbeing.
- [Local Offer Home | Kirklees SEND Local Offer](#)
Information, support, services and activities for young people with special educational needs and disabilities in Kirklees.
- [Home - Kooth](#)
Online mental wellbeing community providing free, safe and anonymous support.
- [YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#)
Parent's helpline, resources, publication and campaigns.

- [Mental Health And Wellbeing | Anna Freud](#)

Mental health charity with resources for children, families and professionals.

- [Papyrus UK Suicide Prevention | Prevention of Young Suicide](#)

If you are a young person under 35 having thoughts of suicide or are concerned for a young person who might be, you can contact Papyrus Hopeline UK for confidential support and practical advice.

