

During their schooling, young people experience a variety of situations related to various issues of health and well-being. On this sheet, you will find specific intervention guidelines that have been developed to support the work of stakeholders who plan and implement health promotion and prevention actions.

To see all the health-related recommendations presented in the EKIP reference framework: [Visit the School-based interventions section](#)

Mental health is a state of well-being in which a person can achieve self-fulfillment. Mental health refers to the ability to think and act in such a way as to enjoy life, meet various challenges, be productive and contribute to the community. Mental health is related to the ability to manage one's thoughts, emotions, behaviours and relationships with others.

ACTIONS TO BE PRIORITIZED IN SCHOOLS SHOULD:

- Aim to make young people feel good, safe, valued, supported and able to adapt to various situations.
- Promote the development of protective factors throughout young people's schooling, including:
 - expressing and managing emotions and stress
 - asking for help
 - managing conflict
 - solving problems

Interventions aimed at reducing certain risk factors such as homophobia, violence in romantic relationships, or addiction to alcohol, other drugs or gambling should also be carried out to help prevent mental illnesses such as depression and substance abuse disorders.



SPECIFIC RECOMMENDATIONS

- Avoid interventions that focus specifically on suicide when working with groups of students. Prioritize activities that promote the development of personal and social skills, especially:
 - expressing and managing emotions and stress
 - asking for help
 - managing conflict
 - solving problems
- These interventions help prevent psychological distress, mental illness and suicide.
- Answer students' questions about suicide or death by suicide, making sure to:
 - Find out if the interest expressed by students who want to talk about suicide is, in fact, a cry for help.
 - Explain that suicide is often linked to a mental illness, such as depression, and that these illnesses can be treated.
 - Avoid expanding their knowledge of ways to commit suicide and their degrees of fatality.
 - Ensure that suicide is not perceived as a romantic, heroic gesture or the only way to put an end to one's suffering. Explain that suicide is not an option.
- Avoid discussions in which students are asked for their opinions on the issue of suicide.
- Provide information on seeking help.
- Promote positive problem-solving attitudes.
- Avoid stigmatizing mental health issues or illness through actions, attitude or words.
- Be sensitive to signs of distress and mental health issues, such as:
 - repeated academic failure
 - isolation
 - absenteeism
 - attention problems
 - frequent crying
 - tantrums
 - loss of interest
 - anxiety
 - self-mutilation
 - violence
 - suicidal ideation
- Refer young people in need to the proper services quickly and appropriately.



KEYWORDS

- Well-being
- Ability to adapt
- Psychological distress
- Self-esteem
- Stress management
- Positive relationships
- Conflict resolution
- Problem-solving
- Suicide
- Mental illness



See also the sheet dedicated to [General recommendations for health and well-being actions in schools](#), which are not linked to a specific theme.

