NHS
North Staffordshire
Combined Healthcare
NHS Trust

MENTAL HEALTH
SUPPORT TEAM
IN EDUCATION

Offer to Schools & Colleges

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The Consultation Process

A consultation is described as any contact with a member of school staff, parent/carer or other professional where a specific child/young person, who is not currently open to our service, and/or issue, is discussed resulting in the provision of advice, guidance, resources or signposting to other agencies/services.

The consultations are generic discussions to present a child/young person (CYP) using non-identifiable data.

The consultation process will highlight the needs of the CYP and which service would be best placed to support that child/young person. The MHST will help education providers' sign post to the right service for the family and child/young person at this stage of the process.

Parents/Carers or the child/young person can refer into the service by speaking with the education providers SMHL (Senior Mental Health Lead) who can use the above process or by speaking with an MHST representative who is in attendance at any of the education providers events. The demographics and presenting difficulties for the child or young person can be completed there and then, along with contact details.

The MHST forms part of the THRIVE Framework (Anna Freud: https://www.annafreud.org) which thinks about the mental health and wellbeing needs of children, young people and families through five different needs based groupings:

Emphasis is placed on the prevention and promotion of mental health and wellbeing across the whole population. Children, young people and their families are empowered through active involvement in decisions about their care, which is fundamental to the approach.

Whole School Approach

This diagram illustrates the eight principles to developing a whole school or college approach (WSCA) to emotional wellbeing and is taken from 'Promoting children and young people's emotional health and wellbeing - a whole school and college approach'. A whole school approach is crucial in tackling mental health effectively and particularly in removing stigma, by working universally across the school community.

Your practitioner can offer support with your initial self-assessment of your Whole School and College Approach (WSCA), following this they can support with any actions plans, reviews and other strategic approaches identified to support with the implementing and sustaining of your setting's WSCA.

Classroom workshops

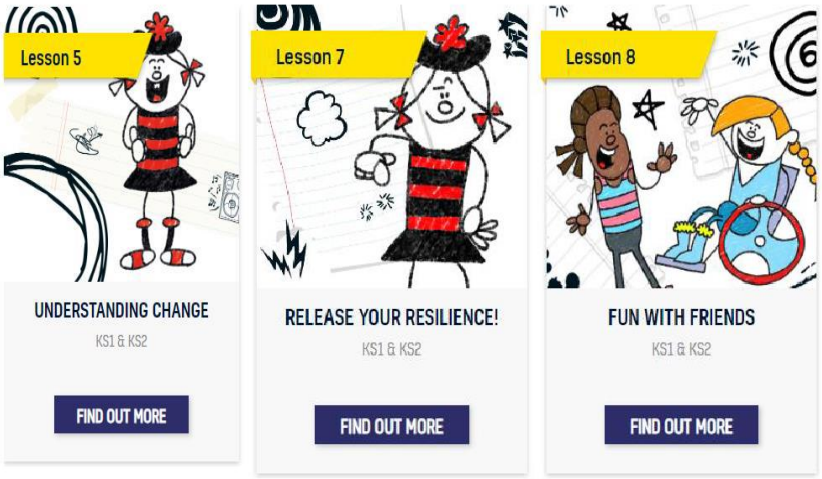
Suitable for KS1 & KS2

Bouncebackability

Bouncebackability introduces mental health and wellbeing through 7 interactive whole class sessions targeting emotional literacy.

This can be delivered by your allocated practitioner or school staff, with ready to use lesson plans, presentations and worksheets linked to the English PSHE Curriculums.

Suitable for KS1 and KS2. This programme may be suitable for KS3 Year 7-8 (Talk to your allocated practitioner).



[Bouncebackability Archives - Beano for Schools]

Classroom workshops

Suitable for EYFS, KS1 & KS2

Drawing and Talking is an attachment based therapeutic intervention. The intervention utilises drawing as a way to help express emotions, whilst processing unconscious worries or traumas.

The group intervention allows children and young people to become more aware of their emotions and develop an understanding of how to process them. Group sessions also serve as an outlet where they can share feelings with peers and in turn, understand that others can feel the same.

For the group approach (facilitating emotional and symbolic expression) sessions will last between 30-45 minutes (discussion, drawing, and sharing stages).

Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused and cognitive-based therapies and interventions Drawing and Talking - Home page

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Bespoke transition workshop - Suitable for KS2

With secondary school consent, group workshop delivered by MHST and Y7 pupils, focusing on what went well, common fears and worries and what to expect. (Wool activity included)

Classroom workshops

Suitable for Upper KS2, KS3, KS4 & FE

NB: All class workshops are designed to be delivered within the time allocated to a normal class timetable period.

Introduction to Mental Health Awareness

Session includes introduction to…

- What is mental health?
- Stigma
- Empathy

The session incorporates a quiz, table top discussion and activities.

Managing difficult emotions

Sessions explores…

- Understanding and labelling emotions, feelings and moods
- Why we have them and why they are hard to manage
- Emotion tracking
- Coping strategies

Workshop incorporates group discussion, table top activities and self-help techniques.

Healthy relationships

Workshop explores…

- What is a healthy relationship
- Differences between a healthy and unhealthy relationships
- Looking at boundaries and understanding and respecting cultural differences
- Consent and online safety

Classroom workshops

Suitable for Upper KS2, KS3, KS4 & FE

Understanding Resilience

Workshop explores…

- What is resilience? (definition) Resilience framework
- Resilience in action
- Thought challenging
- Self-reflection assisted by Q&A activities

Session includes table top activities, classroom Q&A, videos and self-help techniques.

Body Image

Workshop explores…

- What is body image
- What influences our perception of ourselves?
- Confidence & gratitude
- Thought challenging

Session includes table top activities, classroom Q&A, videos and self-help techniques.

An introduction to Sleep Hygiene

Workshop explores…

- Why we need sleep?
- What you think you already know
- Useful tips to help aid a good night sleep
- The science behind sleep

Session includes table top activities, classroom Q&A, videos and self-help techniques.

Classroom workshops

Suitable for KS3, KS4 & FE only.

NB: All class workshops are designed to be delivered within the time allocated to a normal school / college timetable period.

Brief introduction to: What is Self-harm?

Sessions explores…

- Self-harm definition
- Why people self-harm
- Myths and stigma attached to self-harm
- Distraction techniques
- Support numbers

The session incorporates a number of group discussions and activities.

Introduction to Suicide Awareness

Session encourages discussion around…

- Debunking stigma and myths
- How to recognise if you or a friend is struggling
- Normalising suicidal thoughts and the difference between thoughts and plans

Session includes a video that openly discusses and promotes conversations about suicide. Opportunity to complete a safety plan.

Classroom workshops

Suitable for KS3, KS4 & FE only.

Healthy relationships

Workshop explores…

- What is a healthy relationship
- Differences between a healthy and unhealthy relationships
- Looking at boundaries and understanding and respecting cultural differences
- Consent and online safety

Session includes video Brecks Last Game (Produced by Essex Police) and Kayleigh's story.
NB: Videos are not recommended for under 15.

Exam Stress – Managing your mind-set

Workshop explores…

- What is stress?
- Recognising both physical and psychological signs
- Thought challenging
- Useful revision tips

Session includes table top activities, classroom Q&A, videos and self-help techniques.

Peer mentoring Programmes

Peer mentoring - Suitable for KS2, KS3 & KS4

The peer mentoring programme utilises an evidenced based toolkit produced by Kent Council, funded by the Big Lotto Fund. Programme consists of 8 sessions which can be delivered in a number of ways depending on schools/ practitioner availability.

- 2 full days
- 4 afternoons
- 8 x 1.5 sessions

Peer Ambassador Programme – Suitable for KS4 & FE

The Ambassador Training Programme equips students to be peer mentors in schools, focusing on experiential learning and community building. It starts with introducing the peer support concept and progresses through enhancing communication skills, addressing unconscious bias, and fostering sensitivity towards diversity as well as ethical considerations.
Key components include:

- Active Listening
- Empathetic engagement
- Effective questioning techniques

The programme emphasises setting boundaries, confidentiality, and self-care to manage sensitive interactions responsibly. Through practical exercises, ambassadors apply these skills, preparing them to support their peers effectively.

Parent/carer workshops & Coffee Mornings

Anxiety

One-time informal workshop offering a brief insight into recognising anxiety and worries and how to help support your child/children.
Duration: 60 minute workshop with an additional 30 minutes if required for general conversation and Q&A.

Alternatively a brief intervention based around managing your child's worries can be conducted over a longer period on a one to one basis, or as part of a group using the Cathy Creswell Model. This intervention guides parents and carers and equips them with the necessary skills to support their child through a variety of common, childhood fears and anxiety difficulties.
Duration: 30 – 60 minutes per session, for up to 8 sessions.

Behaviour/Positive parenting

One time informal workshop offering a Quick Guide to Positive Parenting using the principles of Triple P.
Duration: 60 minute workshop with an additional 30 minutes if required for general conversation and Q&A.

Alternatively a brief parenting intervention can be conducted over a longer period on a one to one basis, or as part of a group offering parents and carers tips and strategies to regain control of challenging and undesirable behaviour displayed by children in the home environment. The intervention explores triggers for, and patterns of behaviours, positively addressing undesirable behaviours, rewards and sanctions and implementing 'special time' to develop family relationships.
Duration: 30 – 60 minutes per session, for up to six sessions.

Parent/carer workshops & Coffee Mornings

Sleep

One-time workshop which supports parents and carers to understand the importance of: sleep, sleep routines, what can hinder sleep and overcoming sleep challenges in children.
Duration: 60 – 90 minutes, one-time session.

A brief intervention based around **sleep difficulties** can be conducted over a longer period on a one to one basis, with parents and carers. Practitioners will support parents / carers in identifying patterns of sleep disturbances, to implement sleep routines and troubleshoot any difficulties which may arise.
Duration: 30 minutes per session, for up to 4 sessions.

Understanding & supporting my child's emotions

One time informal workshop normalising emotions (primarily anger) and how to support your child when they become overwhelmed or don't understand an emotion.
Session offers coping strategies and group discussions.
Duration: 60 minute workshop with an additional 30 minutes if required for general conversation and Q&A.

Understanding & talking to children about self-harm and suicide

One time informal workshop discussing the difficult subject of self-harm and suicide. The session offers a brief introduction into why people self-harm and normalising thoughts and feeling. It offers tips on how to talk to your child about suicide and self-harm and where to go for support.
Duration: 60 minute workshop with an additional 30 minutes if required for general conversation and Q&A.

CPD staff workshops

Introduction to Mental Health Awareness

Introduction to "What is Mental Health?" Presentation includes some statistics, basic awareness of common mental health problems in school and how to spot them and discussion around stigma. Group activity and video included. Concludes with brief well-being discussion.

Duration: 60 minutes.

Suicide and Self Harm

Session includes: What is self-harm? Separating facts from the myths, distraction techniques. Statistics, risk factors and how to talk to a suicidal person. Includes videos and helplines. Concludes with brief well-being discussion.

Duration: 60 minutes.

Restorative Practice

Sessions focus on: What is restorative practice? Communication, the relationship window and Language.

Maximum of 30 people per session.

Duration: Up to 4 hours. (Can be split into 4 sessions).

Staff Well-being

Looks at stress, burnout, anxiety and low mood and things that might help to improve mental wellbeing including looking at sleep and how making small changes can support improvement in overall mental health.

Duration: 60 minutes.

Understanding Anger

Presentation includes: What is anger? Understanding emotions and dysregulation. How to help and what not to do. Incorporates group activities.

Duration: 60 minutes.

Staff Support & Reflection

Discussion between a member of school staff and an EMHP. It is an opportunity for staff to discuss a challenge they are facing, in relation to supporting the mental health and well-being of a child or young person they work with.

NB: The MHST does not offer staff counselling - if it is felt this may be required we can signpost to other services.

Contact your Mental Health Support Team

If you would like to book in for any of our Whole School Approach offerings please get in touch with your designated practitioner who can look into arranging this with you. If there is something that you would like support with that hasn't been outlined in our brochure, please contact us via: mhstenquiries@combined.nhs.uk
We will try and discuss your school's needs further and look at how we may be able to help.

Appendix

Cross references for PSHE curriculum

KS1 & KS2

Bouncebackability:

- H4. about why sleep is important and different ways to rest and relax
- H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- H11. about different feelings that humans can experience
- H12. how to recognise and name different feelings
- H13. how feelings can affect people's bodies and how they behave
- H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- H17. to recognise that feelings can change over time and range in intensity
- H18. about everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Drawing & Talking:

- H11. about different feelings that humans can experience
- H12. how to recognise and name different feelings
- H13. how feelings can affect people's bodies and how they behave
- H14. how to recognise what others might be feeling
- H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16. about ways of sharing feelings; a range of words to describe feelings
- H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

KS2

Introduction to Mental Health Awareness

- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- H17. to recognise that feelings can change over time and range in intensity
- H18. about everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

Healthy Relationships

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

- R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- R13. the importance of seeking support if feeling lonely or excluded
- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- R16. how friendships can change over time, about making new friends and the benefits of having different types of friends
- R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
- R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

Understanding resilience

- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- H27. to recognise their individuality and personal qualities
- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

Introduction to sleep hygiene

- H1. how to make informed decisions about health
- H2. about the elements of a balanced, healthy lifestyle
- H3. about choices that support a healthy lifestyle, and recognise what might influence these
- H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

Body Image

- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H26. that for some people gender identity does not correspond with their biological sex
- H27. to recognise their individuality and personal qualities
- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

Managing difficult emotions

- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- H17. to recognise that feelings can change over time and range in intensity
- H18. about everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
- H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

KS3

Introduction to Mental Health Awareness:

- H7. the characteristics of mental and emotional health and strategies for managing these
- H8. the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns
- H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need
- H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
- H14. the benefits of physical activity and exercise for physical and mental health and wellbeing
- H15. the importance of sleep and strategies to maintain good quality sleep

Understanding resilience:

- H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
- H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
- H14. the benefits of physical activity and exercise for physical and mental health and wellbeing
- H15. the importance of sleep and strategies to maintain good quality sleep

Managing difficult emotions:

- H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
- H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
- H15. the importance of sleep and strategies to maintain good quality sleep

Healthy relationships:

- H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]

- R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
- R2. indicators of positive, healthy relationships and unhealthy relationships, including online

KS4

Healthy relationships:

- H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]
- R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
- R2. indicators of positive, healthy relationships and unhealthy relationships, including online
- R9. to clarify and develop personal values in friendships, love and sexual relationships
- R28. to recognise when others are using manipulation, persuasion or coercion and how to respond © PSHE Association 2020 | 29
- R29. the law relating to abuse in relationships, including coercive control and online harassment
- R30. to recognise when a relationship is abusive and strategies to manage this
- R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
- R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them
- R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
- R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
- R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
- R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
- R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Introduction to Mental Health Awareness

- H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health
- H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences
- H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns

- H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available

Body Image

- H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
- H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this

Resilience

- H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing