



# MENTAL HEALTH SUPPORT TEAM



# The Mental Health Support Team (MHST) Offer to Schools & Colleges

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## The Consultation Process

The consultation process is a non-negotiable and collaborative part of working with the Mental Health Support Team (MHST). All schools and colleges **MUST** fulfill regularly agreed consultations to discuss and manage all aspects of the MHST offer listed in this document. It is recommended that **ALL** schools and colleges look at a team of staff alongside the Senior Mental Health Lead (SMHL) to support this process and communication.

Part of the consultation process is to hold 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' signpost to the right service for the family and child/young person at this stage.

Parents/Carers or the child/young person can refer into the service by speaking with the education providers SMHL who can use the above process or by speaking with an MHST representative. 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:



## Whole School/College 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.

**\*NB: The self-assessment tool is a school owned document and should be completed by school staff. MHST can support where necessary**



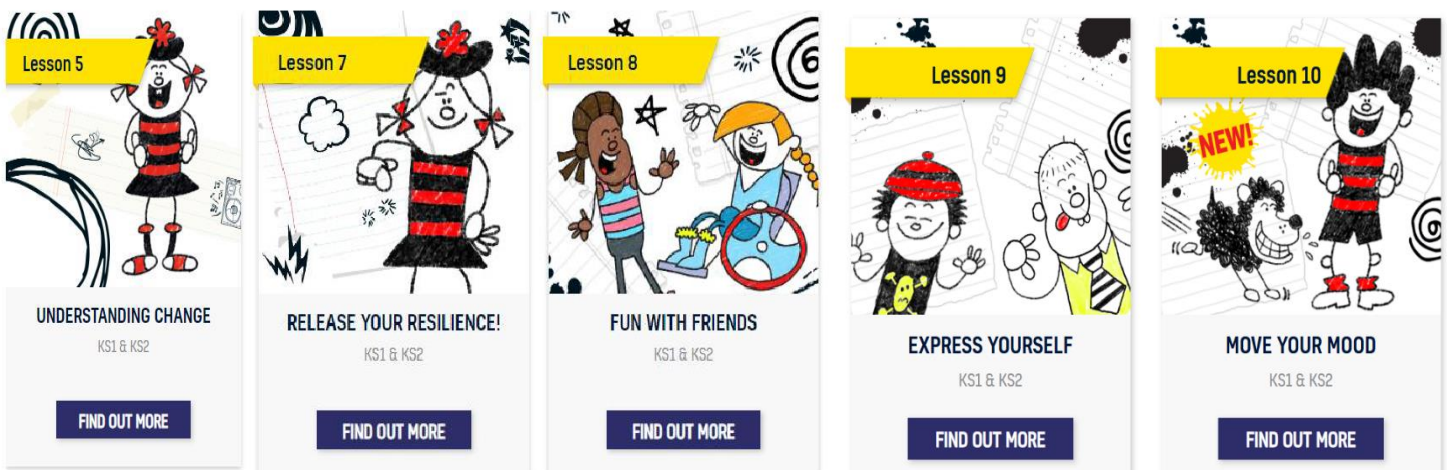
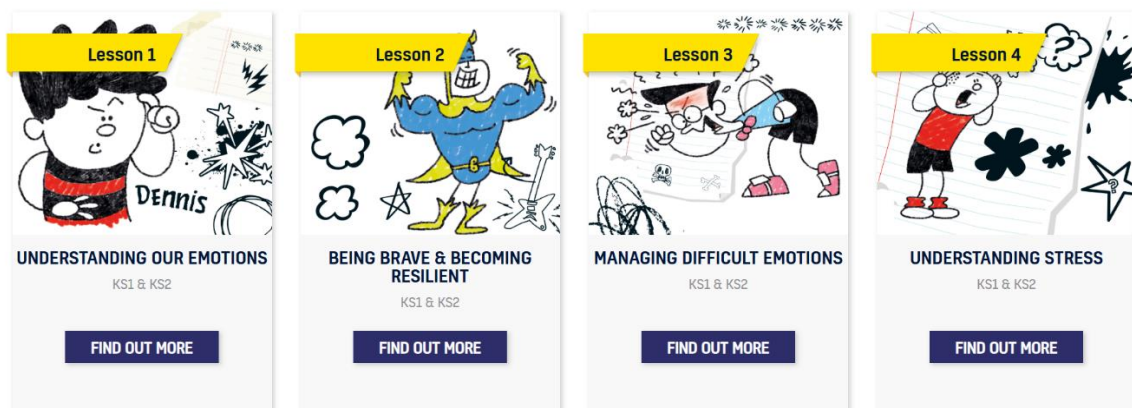
## Small Group / Classroom Workshops

### Bouncebackability

Bouncebackability introduces mental health and wellbeing through 9 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 program may be suitable for KS3 Year 7-8 (Talk to your allocated practitioner).





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## Small Group / Classroom Workshops

A small group is identified as a group of 6-10 young people of similar ages. Please speak to your practitioner if you have any questions.

**NB:** We ask that schools seek consent / opt-in permission from parents prior to sessions commencing.

## Understanding my Mental Health - 5 Ways to Wellbeing

This is a bespoke session aimed at KS1 & KS2, which can be completed with classes, parents/carers or as “watch me learn”/” work alongside your child” sessions involving pupils and their parents/carers.

- What is mental health
- The 5 ways to wellbeing.
- Examples of different activities for the 5 ways to wellbeing.
- A wellbeing bingo to take away.

The workshop involves videos and a carousel of activities including arts and crafts and physical movement. The activities can be individualised to the space you have available.

## The Decider Skills programme



The Decider skills programme uses Cognitive Behavioural Therapy to equip children and adolescents, with the ability to identify their thoughts, emotions, and behaviours. This approach facilitates the monitoring and management of their emotional and mental well-being focusing on 12 key skills. The skills are specifically crafted to empower participants to implement meaningful changes that assist them in managing distress, regulating emotions, enhancing mindfulness, fostering effective communication, and encouraging a more skillful and less impulsive lifestyle.

## Small Group / Classroom Workshops



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 - Home page](#)

## Classroom Workshops

Workshops are available across key stages and delivered at an appropriate age level. And designed to fit within a normal class period. Please speak to your practitioner if you have any questions.

NB: We ask that schools seek consent/ opt-in permission from parents where they feel this is necessary, i.e. workshops on suicide, self-harm etc. The MHST does not take responsibility for this.

### Introduction to Mental Health Awareness

- What is mental health?
- Stigma.
- Empathy.

### Managing difficult emotions

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

### Healthy relationships

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



## Classroom Workshops

### Understanding Resilience

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

### An introduction to Sleep Hygiene

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

### Understanding Anxiety

- What is anxiety?
- Fight, flight, freeze response.
- Understanding and recognising physical and psychological symptoms.
- How to help myself and others.

### Brief introduction to: What is Self-harm?

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



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## Classroom Workshops

### Introduction to Suicide Awareness

Session encourages discussion around...

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

### Exam Stress – Managing your mind-set.

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

### Developing workshops

As a team we are constantly improving and developing our service offer to meet the needs of schools and the school community. We are currently in the process of producing several new workshops. Please speak to your practitioner if you are interested in any of these subjects.

- Body Image
- Mental health and the Internet
- Mental health and menstruation

**NB These topics are not finalised yet and are still in the pilot stage so please bear this in mind.**

## Peer Mentoring

### Peer mentoring - Suitable for KS2, KS3 & KS4

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

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

### Wellbeing Warriors

The Wellbeing Ambassador project is aimed at KS1 and KS2 and is designed to empower students to identify and build on ways to improve mental health wellbeing in their own school environment. Based on the Five Ways of Wellbeing, students will think about positive 'mental wealth' rather than 'mental health'.

The project consists of a 6-week programme with an introduction to the programme and each subsequent session being dedicated to one of the 5 Ways of Wellbeing.



## Parent/carers coffee mornings

The MHST practitioner can host an open drop-in coffee morning, tea and talk etc event giving parents/carers the opportunity to learn more about the MHST, discuss any concerns that they may have with their child/ren.

These events are designed to capture the general picture of what parents/carers might like to know more about and consider if a more specific workshop may be beneficial or whether they may want to have a one-to-one referral with the MHST.

## Parent/carers workshops

Parent/carers workshops can be offered that cover common presenting concerns and include:

- Anxiety
- Sleep
- Understanding and supporting my child's emotions
- Behaviour concerns
- How to respond to children asking about suicide and self-harm

Sessions are planned to last around one hour and include brief oversight of the topic and useful tips to try at home.

Following a workshop a parent/carers may request more specific support through a self-referral for a one-to-one from the MHST Practitioner.





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## Staff CPD Workshops

### Introduction to Mental Health Awareness

Introduction to “What is Mental Health?” The 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.

### Suicide and Self Harm or Suicide Awareness

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. Suicide awareness session is an extended session supported by “The suicide prevention strategy”.

### 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.

### Understanding Anger

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



# MENTAL HEALTH SUPPORT TEAM



## Staff Support & Reflection

Discussion between a member of the 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.**



# MENTAL HEALTH SUPPORT TEAM



## How to contact your Mental Health Support Team

If you would like to book in for any of our Whole School Approach offer, please speak to your designated practitioner as part of your consultation meeting. 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](mailto:mhstenquiries@combined.nhs.uk)

If you have any concerns, questions or complaints about the service, our remit and/or offer, please contact:

Claire Consterdine – Team Manager – [Claire.consterdine@combined.nhs.uk](mailto:Claire.consterdine@combined.nhs.uk)

Or

Rachael Roberts – Clinical Lead – [Rachael.roberts2@combined.nhs.uk](mailto:Rachael.roberts2@combined.nhs.uk)