

A whole school approach to mental health

by **Connect-Ed**



The Connect-Ed approach

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A bespoke whole school approach

- We meet to conduct a whole school assessment to help identify strengths and areas for development within your school, in line with DFE guidelines.
- Alongside a senior leader, we write an action plan which identifies areas of need in the school and how the service can support with these.
- We create a tailored continuous, professional development (CPD) programme that works for your school.
- We work in partnership with you to track and evidence the impact of CPD and school-wide strategies through feedback, overviews of executed strategies and assessment tools.

“The training has helped ensure staff are equipped to provide the best possible care for our most vulnerable pupils.”

Tito Pereira, Headteacher,
St Anselm's Catholic Primary School, Ealing



Our training principles

1. Creative

Creativity is at the core of everything we do. The arts have been proven to improve mental health outcomes for children, young people and adults (Mental Health Foundation, 2023). As a Creative Therapies' organisation, we use techniques derived from art, play, dance and movement, music and drama therapy to facilitate your learning.

3. Relational

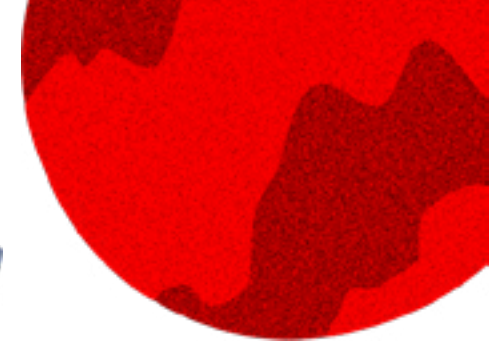
We use research, evidence and theory to help you understand yourself, the children you work with and your relationships better.

2. Trauma informed

We recognise that all members of the school community (staff, children and parents) may have experienced trauma and acknowledge the impact that this has on individuals and the community. Our training takes this into consideration so we can support individuals to learn, reflect and grow whatever their experiences may be.

4. Impactful

Each of our trainings and workshops will provide you with practical skills and knowledge that you can implement in your everyday practice.



CPD programmes

Long-term sustainable change for your school. Each programme includes 3 sessions and offers a mix of theoretical and practical learning using up-to-date, evidence-based practice. Delivering the sessions across the year, gives staff time to put strategies into practice and return to later sessions with questions and feedback. Trainers adapt and respond to the group's needs as the training progresses.

Whole school mental health strategy

Objective: To support senior leadership to create a bespoke whole school approach to mental health, specific to their school's needs.

Using the Ofsted Framework and current research this course offers advice and strategies to educate senior leadership, staff, children/young people and families about mental health.

The course leader will provide strategies to:

- assess children/young people's needs and monitor interventions provided
- train teaching staff and build capacity within the school

- adapt the curriculum to teach children/young people how to support their own mental health
- provide opportunities to engage families in understanding their child's mental health as well as their own

Outcomes: Participants will be better placed to

- assess the needs and strengths of the school using a 'Whole School Assessment Tool'
- create an effective action plan and review impact
- identify pupils with mental health needs and provide them with effective interventions
- track and monitor the impact of these interventions
- implement a staff mental health CPD plan (including a more in-depth CPD plan for the wellness lead)
- teach pupils about their mental health and wellbeing
- plan and deliver workshops for families to educate them about children/young people's mental health



Trauma and attachment

Objective: To improve staff's understanding of how the quality of pupils' earliest relationships with caregivers can impact their social skills, behaviour and relationships with others.

Children/young people with insecure attachment styles, and those who have experienced trauma, are at a significantly higher risk of developing mental health and relationship difficulties throughout their lifespan. Participants will develop their confidence in identifying different attachment behaviours and indicators of trauma within the school environment.

At Connect-Ed, we recognise that relational trauma requires relational repair. Through a blend of theoretical and workshop-style learning, participants will be equipped with a practical toolkit of creative resources and strategies. These are designed to help mobilise staff relationships with children/young people as a fundamental catalyst in supporting them to heal, grow, and reach their full potential.

Outcomes: Participants will gain

- a better understanding of Attachment and Trauma theory and its implications in the school setting
- a working knowledge of the signs and symptoms associated with various types of insecure attachment and trauma
- a better understanding of the preverbal aspect of pupils' attachment histories and how to use creative methods to support pupils to build healthy relationships

- an awareness of our own attachment histories and styles, and how this can impact our work with children and young people
- new creative strategies to support pupils to develop greater attachment security and manage trauma related responses in school

Bereavement

Objective: To understand the different ways children and young people grieve and how adults can support them as they process their loss.

This training will enhance the skills of school staff to identify and support the needs of pupils experiencing bereavement and loss.

Outcomes: Participants will gain

- a better understanding of the different types of loss and grief, bereavement models and the factors that can affect children/young people
- new insights into children/young people's understanding of, and reactions to, loss and grief across all age ranges
- Increased awareness of the different feelings associated with bereavement and loss
- improved understanding of how our own experiences of loss can impact how we relate to the grief of others
- new skills to start difficult conversations and offer support through listening
- greater confidence in supporting bereaved children/young people



Understanding and supporting SEND

Objective: To equip participants with a deeper understanding of how SEND and neurodiversity can interact with student development, mental health and wellbeing.

The training offers a combination of experiential, theoretical and interactive learning which aims to enable participants to develop greater insight into the lived experience of SEND learners.

Participants will learn new and tailored strategies to support with:

- emotional regulation
- relationships
- sensory needs and triggers

This training is designed and delivered by practitioners with a background in the creative therapies, with a particular expertise around creative and nonverbal strategies to support SEND learners. The course also aims to address issues around ensuring inclusivity, strengthening family partnerships, and safeguarding young people with additional needs.

Outcomes: Participants will gain

- a more nuanced understanding of behaviour as communication in the context of SEND
- new skills to identify and respond to sensory needs and triggers in pupils with SEND
- a better understanding of the complex interplay between mental and emotional health and SEND
- practical and creative strategies for building relationships with pupils with SEND
- new strategies to support pupils' experiencing emotional dysregulation linked to SEND
- enhanced understanding of how to develop a Home/School partnership strategy to support the families of pupils with SEND
- improved knowledge and confidence in navigating external support services
- a deeper understanding of the increased interpersonal and safeguarding risks associated with SEND
- skills to promote greater inclusion and tailored support for SEND learners



Staff wellbeing and emotional support

Objective: To enhance team collaboration and creativity, focusing on nurturing both individual and collective emotional wellbeing to support a healthy and productive workplace.

This interactive training is designed and led by creative therapists, providing a creative and reflective environment for staff to share insights and learn from one another. It explores psychological theories to better understand processes and responses to stress; it also offers practical guidance and strategies for self-care at work.

This training underscores the importance of workplace relationships, including tips for building positive connections with colleagues, children/young people and families.

By engaging in this training, teams are empowered to improve their wellbeing, support each other, and make a positive impact to their professional environment.

Outcomes: Participants will gain

- new techniques to improve teamwork and encourage creative collaboration
- skills to support problem-solving and innovation within the workplace
- a deeper understanding of stress and its effects
- practical tools and strategies for effective stress management and self-care at work
- insights into building positive relationships with colleagues, pupils and families
- greater confidence to boost personal wellbeing, provide support to colleagues, and contribute positively to the work environment
- improved understanding of how our own experiences of loss can impact how we relate to the grief of others
- new skills to start difficult conversations and offer support through listening
- greater confidence in supporting bereaved children/young people



Mentally healthy communication for all stakeholders

Objective: To enhance understanding of communication challenges in some children and young people and equip staff with skills and strategies to listen and communicate effectively.

Communication is key when creating a mentally healthy environment. This training will help staff reflect on individuals' personal communication styles. It will enhance their understanding of why some pupils find communication challenging and equip staff with skills and strategies to listen and communicate effectively with assertive compassion.

Outcomes: Participants will gain

- a better understanding of how we communicate our own feelings, both verbally and nonverbally
- improved understanding of why communication can be challenging for some children/young people and adults
- new skills for communicating with pupils nonverbally through creativity
- knowledge of how to create and implement a shared language in your school to help all stakeholders communicate with each other effectively

Identifying and understanding mental health needs

Objective: To learn how to identify and support a child/young person who is demonstrating mental health needs.

The training helps participants to understand the roots of different mental health difficulties that can emerge in pupils. It also provides tools and strategies that can be used to support children/young people through their difficulties.

Outcomes: Participants will gain

- an enhanced ability to identify and support pupils' mental health needs
- a better understanding of how childhood experiences can influence mental health
- improved knowledge of some of the triggers for pupils at school
- a better understanding of how difficulties can impact pupils' behaviour and how this behaviour is a form of communication
- more confidence to form connections with pupils to promote positive wellbeing
- insights into how one's own mental health and wellbeing can influence how we manage pupils' mental health needs



Standalone training sessions

The whole team or a select group of staff can attend these sessions. They're run during an inset day or twilight sessions, online, and in person.

Identifying and supporting young people's mental health

Objective: To equip staff with the knowledge to spot signs and symptoms of Mental Health disorders and provide them with easy-to-use strategies to support pupils in daily school life.

Identifying mental health symptoms at an early stage is vital to ensure appropriate support can be provided. This training will give staff the skills and confidence to recognise and respond effectively to children/young people's mental health needs.

Outcomes: Participants will gain

- improved understanding of how to spot the signs and symptoms of mental health problems
- strategies to respond to this need
- greater knowledge of where to go for further support when required

Trauma informed practice

Objective: To help staff to develop their knowledge and understanding of how to support pupils who have been impacted by trauma in early life.

Exposure to trauma early in life can have a profound impact on children/young people's development. It can affect their ability to regulate their emotions and achieve their academic potential; it can also lower immune function and increase the risk of several physical and mental illnesses throughout adulthood. However, the impact of trauma can be mitigated through the right environment and relationships.

Outcomes: Participants will gain

- a better understanding of how trauma and Adverse Childhood Experiences (ACEs) impact a person's development
- skills to identify behaviours and indicators of trauma in pupils
- strategies to support pupils to overcome challenging experiences and to achieve their potential
- enhanced ability to make effective referrals to specialist services for pupils who have experienced trauma



Attachment

Objective: To help staff understand different attachment styles and why some pupils find relationships challenging, and to equip staff with the skills to respond effectively.

Attachment theory informs us about the impact of children/young people's early relationships (or 'attachments') on their cognitive, social and emotional functioning. Familiarisation with attachment theory is therefore crucial in understanding what underpins and influences pupils' development, behaviour, and their interaction/relationships with school staff, peers and family members.

Outcomes: Participants will gain

- the ability to identify different attachment styles and better understand the behaviours of pupils they work with
- a set of practical tools to increase their confidence and skills in supporting pupils with attachment issues, including those with challenging behaviour
- an enhanced understanding of how to avoid and de-escalate situations where emotional difficulties are triggered when required

Building safe and trusting relationships

Objective: To help enhance staff's skills to build positive relationships with pupils, especially those who have experienced trauma or attachment difficulties.

Relationships are the building blocks for all human life. Babies' brains grow and develop in response to their relationship with their caregivers. Children/young people need safe and secure relationships to be able to grow, learn and thrive. By helping staff to build safe and trusting relationship with pupils, this training will support the development of a happy and positive learning environment for all pupils.

Outcomes: Participants will gain

- a better understanding of the importance of early relationships
- an enhanced ability to create psychological safety for pupils
- basic mentalisation skills to support trust building
- creative strategies to support relationship building



Mentally healthy communication

Objective: To support staff to improve pupils' emotional literacy through explicit and implicit teaching.

Communication is key! Children/young people communicate their feelings and needs predominantly through their behaviour. It is important that school staff can decipher this communication and help each pupil translate their feeling or need into words. This ensures their individual learning needs can be better understood, and they are in the best possible position to achieve at school.

Outcomes: Participants will gain

- a better understanding of pupils' different styles of communication
- the ability to decipher the communication behind pupils' behaviour
- strategies to support pupils' communication of their needs and feelings, helping to remove barriers to learning

Supporting the mental health of children/young people with SEND

Objective: To understand the additional challenges faced by children/young people with SEND and develop a range of tools and skills to respond effectively.

Pupils with SEND are more likely to experience a mental health problem and may struggle to communicate how they feel. It is therefore important for school staff to understand the additional challenges faced by pupils with SEND and how to respond effectively to support their wellbeing and learning.

Outcomes: Participants will gain

- a better understanding of the links between mental health and SEND
- creative therapy techniques to support pupils to regulate and communicate their wishes and feelings
- more confidence to provide effective support to enhance pupils' wellbeing, development and learning



Supporting children/young people in crisis

Objective: To support staff in understanding the physiological and neurological impact of being in crisis and equip them with the resources, tools and skills to work together to support pupils to recover.

Many children/young people experience severe mental health issues and require support from a team of adults around them. This training will support staff to understand the physiological and neurological impact of being in crisis and how to work with pupils to help them recover.

Outcomes: Participants will gain

- a better understanding of what happens in a child/young person's body and brain when they are in crisis
- skills to implement a safety plan effectively
- skills to implement a welfare plan with the adults around the pupil
- strategies to use with pupils to help them communicate their worries and feelings, regulate, and connect
- self-regulating strategies to support staff when working with dysregulated pupils

Bereavement and loss

Objective: To help staff understand different responses to loss and grief and help them develop new skills to support pupils experiencing these issues.

On average, 1 in every 29 children/young people are bereaved of a parent or carer. That is one pupil in every class.

Understanding the different ways children/young people grieve – and how they rely on adults to help them process their loss – is crucial to ensure they access the support they need. This training will also involve reflecting on our own experiences of loss and the potential impact of this when responding to the grief of others.

This training is not usually suited to anyone who has suffered a recent, significant personal loss or bereavement.

Outcomes: Participants will gain

- a better understanding of the types of loss and grief children/young people experience
- increased awareness of how different grief responses can manifest in pupils' behaviour
- strategies to support pupils with the feelings they may be experiencing after a loss
- enhanced ability to identify pupils that need to be referred for specialist grief support
- greater confidence and skills to talk to pupils about bereavement and loss



Reflective practice

Objective: To support staff to reflect on the emotional impact of their work, consider their own wellbeing and create the opportunity to offer and receive support from colleagues.

Schools are demanding environments which regularly provoke difficult feelings in us. Reflective practice provides an opportunity for staff to reflect and share their feelings, enhancing their wellbeing and resilience. It is also a space to consider challenges faced supporting pupils, what communication lies behind children/young people's behaviour and how this can inform our practice.

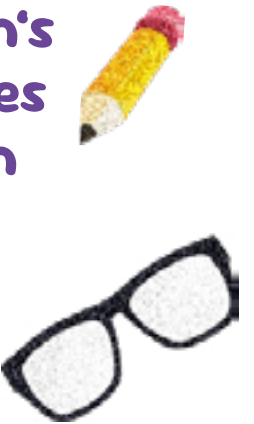
Outcomes: Participants will gain

- greater resilience to manage the emotional impact of the work by connecting with colleagues
- enhanced ability to centre children/young people's needs in their thinking
- new approaches to respond effectively to the needs of pupils and their families



“Connect-Ed training has been incredibly valuable—our staff are more aware of children's needs and can identify issues early, often referring them to our learning mentors.”

Pam Virdee
Longfield Primary School



Family support workshops

The family support sessions mirror the whole-school offer so that parents/carers can develop the same understanding as staff and ensure that there is parity in the strategies being used to support children/young people. Connect-Ed develop workshops and events which are tailored to the needs of your school community.

In addition, Connect-Ed also offers workshops on managing exam stress and understanding the adolescent brain for secondary school families. These workshops often help improve engagement with lesser heard parents/carers.

Supporting children/young people's emotional wellbeing and helping them to achieve their full potential

Objective: To better understand children/young people's mental health and development, whilst gaining new skills to help your child express their feelings and communicate their needs.

Helping children/young people to understand and express their feelings is key to good mental health, helping them feel heard and seen so they can grow and thrive. This workshop explores the basics of mental health and children/young people's development.

Outcomes: Participants will gain

- improved knowledge about mental health and why it is important for everyone, and particularly in childhood
- a better understanding of their own parenting style and their relationship with their child
- new skills to help their child develop emotional literacy and achieve their full potential



Looking after our mental health as a parent/carer

Objective: To explore some regulating techniques to support both parents/carers and children/young people when feeling overwhelmed.

Being a parent/carer is very demanding and can impact on our mental health. This workshop will explore these challenges so that parents/carers feel less alone and better equipped to manage the challenges of parenting.

Outcomes: Participants will gain

- a better understanding of research about parent/carer mental health, helping to reduce stigma and build resilience
- insights into common challenges experienced by parents/carers and how to manage these
- knowledge of regulating techniques to support wellbeing
- a self-care tool kit to help promote positive mental health

Managing challenging behaviour

Objective: To support parents/carers in understanding challenging behaviour as a way of communicating and help them put appropriate boundaries in place to help strengthen family relationships.

Children and young people predominantly communicate their feelings through their behaviour. Through sharing valuable insight from child/young person development research, this workshop will support parents and carers in understanding this communication.

Outcomes: Participants will gain

- an improved understanding of how children/young people communicate through their behaviour
- a greater awareness of the negative impact of harsh parenting and physical chastisement on children/young people's development
- new skills to put appropriate boundaries in place
- improved knowledge of where to reach out for support when needed



Supporting the emotional wellbeing of children/young people with SEND

Objective: To enhance parents/carers' understanding of the links between SEND and poor mental health, providing them with strategies, resources and tools to support both their own wellbeing and that of their child.

Children/young people with SEND are significantly more likely to experience mental health difficulties than their peers. This workshop will provide parents/carers with an understanding of the links between SEND and poor mental health and provide a space for them to reflect on the challenges their child experiences. It will also offer practical tools to help enhance the wellbeing of the whole family.

Outcomes: Participants will gain

- a better understanding of the links between SEND and mental health difficulties
- new strategies, resources and tools to enhance their own wellbeing, as well as that of their child and wider family
- improved knowledge of where to go to get support when needed

Supporting your child with exam stress – secondary school focus

Objective: To understand the adolescent brain and body, what happens when adolescents feel stressed and how to support them effectively.

Exams are an important part of children/young people's school career. However, they can also bring feelings of stress, worry and sometimes anxiety. This workshop will help you to understand what is happening in your adolescent's brain and body when they feel stressed and what you can do to support them.

Outcomes: Participants will gain

- a better understanding of the neuroscience of stress and anxiety in the adolescent brain and body
- new skills and strategies to support their child at stressful times
- improved knowledge of where to go for further support when needed



Children/young people workshops

Delivered by our experienced team of managers and therapists, we provide workshops for pupils to support them with many different aspects of life. All workshops have creative therapies strategies, activities and tools woven through them.

Year 6 transition

Objective: To prepare children for the changes ahead and support them in their transition to secondary school.

Preparing to leave primary school is a major milestone in a child's life. These workshops will support children to: understand and support their mental health during times of change and stress; prepare for secondary school; share hopes and fears for the future and finally say goodbye to primary school.

Outcomes: Participants will gain

- new skills and strategies to support them through Year 6
- improved resilience to manage change in their lives
- greater confidence and reduced anxiety about secondary school

Understanding my mental health

Objective: To help pupils understand how they can support their own mental health and wellbeing.

This workshop is to support children/young people of all ages to understand what mental health is, how it impacts their thoughts, feelings and behaviour and what they can do to aid their mental wellbeing.

Outcomes: Participants will gain

- improved knowledge of what mental health is and how their brain grows and develops
- new practical skills and strategies to support their mental health and wellbeing



Communicating my feelings

Objective: To help children/young people to develop emotional literacy through a range of creative activities.

Communicating our feelings can be very challenging and may result in relationship difficulties, being misunderstood and not having our needs met. This workshop shares the skills and tools needed to help children/young people to be more confident, share their worries and ask for help when they need it.

Outcomes: Participants will gain

- a better understanding of the importance of communicating feelings with others
- new skills to express feelings (which are hard to put into words) in creative ways
- improved confidence to communicate their feelings and access the support they need

Managing conflict in peer relationships

Objective: To support children/young people to understand the function of healthy conflict and practise strategies for handling it in healthy ways.

Conflict happens throughout our lives. It is important for children/young people to know how to manage conflict and express anger in a healthy way. Through the use of creative activities to express themselves, this workshop supports pupils to understand and practice strategies for managing conflict constructively.

Outcomes: Participants will gain

- a better understanding of the importance of healthy conflict in relationships
- new strategies and creative tools for expressing anger respectfully
- an enhanced ability to develop healthy and positive relationships



Managing exam stress

Objective: To provide children/young people with tools to help manage exam stress and anxiety.

Exams naturally bring with them feelings of stress. Some of this can help us to focus and motivate ourselves, but sometimes it can become unmanageable. This workshop will explore all aspects of exam stress and anxiety and provide children/young people with the tools they need to succeed.

Outcomes: Participants will gain

- a better understanding of the role of healthy stress in exams
- improved knowledge of what is happening in their brain and body when they feel stressed or anxious
- new strategies to support regulation
- greater confidence to manage anxiety and stress when undertaking exams



“This therapy service and the staff training, has been of huge benefit for our pupils and parents.”

Jaskawaljeet Kalra, Headteacher
Tudor Primary School, Southall



Training for School Leads

Our Whole School virtual programmes have been developed by experienced Senior Leaders and Therapists to help you maximise the existing capacity in your school. By upskilling senior leaders, school staff, parents/carers and children/young people, we will support you to create a bespoke whole-school approach to mental health which is responsive to the ever-changing needs of the community.

Each training programme is underpinned by our core principles and teaches each group basic mentalisation skills so that they can support each other. Mentalisation is a core part of healthy relationships and helps us to understand, empathise and trust one another.



Mental Health Lead

Objective: To support schools in developing a trauma-informed, whole-school approach to mental health and wellbeing.

The role of the Mental Health Lead is extensive. Schools are responsible for providing effective support for children/young people, identifying gaps and emerging trends, and responding constructively in line with government guidance. Our training programme simplifies this guidance into manageable steps, enabling you to develop a whole-school approach that meets your community's needs.

We offer ready-to-use resources and consultations alongside the sessions to help you:

- create an action plan based on the DFE's 8 principles of a whole-school approach
- support implementation
- evidence impact using our assessment tools

Our training is designed for Mental Health Leads and Senior Leaders who have completed the DFE Mental Health Lead Training and now seek further support, guidance, and resources to build and embed a trauma-informed whole-school approach.

This training is delivered in three 1.5 hour online sessions, with participants joining from various schools.



Session 1: Developing safety and assessing the needs of your school community

Outcomes: Participants will gain

- a better understanding of what is required to implement a whole school approach
- improved understanding of the importance of developing psychological safety as a first step
- mentalisation skills to support the creation of psychological safety
- skills to build trusting relationships and bring this knowledge back to their teams

Session 2: Embedding a whole school approach to mentally healthy communication

Outcomes: Participants will gain

- a deeper understanding that all behaviour is a form of communication
- the ability to decipher the communication behind pupils', staffs and families' behaviour
- strategies to support in the process of implementing a whole school approach to mentally healthy communication

Session 3: Providing sustainable support and effecting lasting change

Outcomes: Participants will gain

- create clear referral pathways and step up/down for all forms of support available to children/young people
- develop clear and consistent procedures for supporting children/young people and families in crisis
- ensure that the school is maximising their use of all services available
- create a health policy which includes physical and mental health
- measure impact of all initiatives and interventions in the schools

“The therapists have been essential in providing training on-site to our staff members who deliver pastoral care to pupils throughout the week.”

Claire Robinson-Jones,
Headteacher Marlborough Primary School, Harrow



Wellbeing Leads

Objective: To support schools in creating a Wellbeing Team.

To support the Mental Health Lead in implementing a whole-school approach, we have developed a training programme for Wellbeing Leads to help establish a Wellbeing Team within your school. Following this training, Wellbeing Leads will be equipped to provide direct support for children/young people, and their families, as well as supporting other members of staff.

They will be able to:

- deliver wellbeing interventions to children/young people
- monitor the impact of these interventions
- liaise with families
- support staff wellbeing
- deliver regular staff CPD on children/young people's mental health

By creating a Wellbeing Team, the range of support available to all members of the school community is expanded.

This training is delivered in three 1.5 hour online sessions, with participants joining from various schools.

Session 1: Understanding child development and assessing the need

Outcomes: Participants will gain

- an understanding of the boundaries and possibilities of their role
- further knowledge on how children/young people's brains grow and develop
- a better understanding of how children/young people are impacted by trauma and Adverse Childhood Experiences (ACEs)
- skills to assess emerging mental health symptoms and discern what level of support is required
- skills to support regulation and expression

Session 2: Building trusting relationships and mentally healthy communication

Outcomes: Participants will gain

- a better understanding of the communication behind children/young people's behaviour
- mentalisation skills to support pupils and staff
- skills on how to teach children/young people emotional literacy through creativity
- practical skills to respond to children/young people's expression of feelings and distress



Session 3: Providing effective support

Outcomes: Participants will gain

- ensure children/young people in your community get access to the best possible support when needed
- use existing interventions and resources to provide mental health support
- monitor the impact and effectiveness of interventions using assessment skills
- work with all stakeholders to provide support for children/young people, families and staff
- support children/young people and families in crisis

Community Leads

Objective: To support schools in developing Community Leads. Parents/carers are trained to support those lesser heard parents/carers and create a bridge between them and the school.

Parents/carers play a crucial role in the mental health and wellbeing of children/young people. Understanding child development and how to support their growth is essential for helping them reach their full potential. Within every school community, there are often parents/carers who are less heard, possibly due to language barriers, communication difficulties, or mistrust of professionals.

This training aims to empower parents/carers to connect with and support these less heard members of the community, fostering a stronger relationship between them and the school.

Our Community Lead training provides parents/carers with the skills to offer informal support and take on more formal roles, such as facilitating coffee mornings, providing translation and technical support, and helping to plan and run school events.

This training is delivered in three 1 hour in-person sessions.



Session 1: Looking after our mental health

Outcomes: Participants will gain

- an understanding of the possibilities and boundaries of the Community Lead role
- a better understanding of the importance of mental health and how we can support ourselves
- further understanding of the role of empathy and epistemic trust
- mentalisation skills to support others in the community

Session 2: Understanding children/young people's mental health and development

Outcomes: Participants will gain

- a better understanding in the way in which children/young people's brain grow and develop and how this impacts their capacity and behaviour
- a greater awareness of the importance of co-regulation before self-regulation
- basic mentalisation skills
- skills and strategies to teach their child/young person to communicate their feelings and respond effectively

Session 3: Supporting parents/carers in the community

Outcomes: Participants will gain

- practise how to implement healthy boundaries
- co-create a community tree, exploring all different elements that make up the community
- know how to signpost effectively
- plan next steps with the school

“We really value the whole school approach and are seeing the impact on the children throughout the school.”

Kevin Reynolds
Headteacher Princess May Primary School



Peer Leads

Objective: To support schools in developing Peer Leaders who can provide playground support and deliver regular check-ins with children/young people in need.

Research indicates that children and young people primarily seek support from their peers when they are in distress (OxWell, 2023). This training programme equips them with the necessary tools to provide peer support. It ensures that they understand their own mental health and feel confident in supporting others using various creative techniques.

Peer Leaders can offer playground support and conduct regular check-ins with those in need. They will require the backing of either a Wellbeing Lead or a Mental Health Lead to deliver this support effectively.

This training is conducted over three 2 hour in-person sessions.

Session 1: All about me

Outcomes: Participants will gain

- an understanding of the Peer Leader role and responsibilities
- an improved understanding of the importance of looking after our mental health
- a toolbox of support and strategies to use when required

Session 2: Understanding our mental health

Outcomes: Participants will gain

- an understanding of what happens in our brains and bodies when we are distressed or overwhelmed
- insight into how mental health is supported in your school

Session 3: Supporting ourselves and others

Outcomes: Participants will gain

- learn active listening and mentalisation skills to respond and support peers
- manage their own feelings whilst supporting others and know where to go for help
- develop their confidence by practicing the peer leader role using scenarios

