



Carlisle Eden Mind
27 Spencer Street
Carlisle
CA1 1BE

w: www.cemind.org

t: 01228 543354

e: enquiries@cemind.org

MindLine Cumbria

Keeping
your
pupils
in Mind

About Carlisle Eden Mind

One in ten young people will experience a mental health problem during their school years, equating to over 8,000 young people across Cumbria during any one year.

Carlisle Eden Mind has been delivering mental health services across our area for over 25 years, increasingly for young people.

We offer advocacy support across several schools, and are a countywide lead on mental health, suicide prevention, and self-harm awareness training for children and young people's support agencies.

We provide a range of anti-stigma, mental health and wellbeing awareness sessions for children and young people at primary and secondary schools, and across other youth settings.

Carlisle Eden Mind aspires to promote resilience and wellbeing through all areas of its work. We are delighted to be able to work alongside schools and HeadStart to offer young people training to help support their mental health and wellbeing.

Why teach about Mental Health & Emotional Wellbeing issues?

Teaching pupils about mental health and emotional wellbeing as part of a developmental PSHE education curriculum can play a vital role in keeping pupils safe. Schools have a great opportunity to promote pupils' wellbeing, help them to be able to develop healthy coping strategies, and enable students to understand their own emotions, as well as supporting students to support their friends who may be struggling.

Through our visits and sessions in schools we want students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. We can help them to understand when this help might be needed, what help is available, and the likely outcome of seeking support. Our aim is to help students to feel responsible and more in control of their own mental health for the future. Additionally, talking openly with children and young people about mental health issues is a simple and effective means of breaking down any possible associated stigma.

We understand teaching about mental health and emotional wellbeing raises significant challenges for teachers, however: we know that schools want to cover these issues and recognise the imperative to do so, but without sufficient background knowledge teachers can find it daunting. Also, students have shared with us that they prefer to have an independent outside source deliver sessions on mental health.

"I believe that this culture of opening up and discussing mental health is absolutely vital for not only students' academic success, but for their wellbeing as a whole. I think that Mates in Mind provided by Eden Mind has helped to fully open up that debate amongst students, and for that, we are extremely grateful."

Harriet Cooper teacher

Why do we like a whole school approach?

Where possible to we like to deliver our sessions to the whole peer group, for example a whole year group, we feel this reduces stigma and increases early intervention. We feel it is not only important to help those students who may already be showing signs of mental health issues but those who show no signs, as who knows what the future may hold for those students. They may need to draw on this learning at points when they find themselves facing physical or emotional adversity, in their future.

Having these skills, knowledge, understanding and language will enable them to adopt healthy thoughts, behaviors and strategies, and to seek appropriate and timely support when they or a friend need it.

We also know that, with the high prevalence of mental health issues in wider society, even young pupils may be learning about emotional health through their own experiences at home or in their community.

It is right that this should be covered, just as physical health would be covered.

What can Mind bring to the classroom?

- We can bring an expertise that you as a teacher may not feel you have, nor should be expected to have.
- We can act as an expert witness, recounting events in their lives from a personal or professional perspective.
- We have a 'novelty' and we know the brain recalls novelty.
- We can establish a 'first contact' to a helping agency. For example it can be really hard for a young person to approach any source of support 'cold'. Establishing a relationship in a classroom session can help to overcome this.

What we need from you as a school

- A member of staff to provide classroom management and where/if needed individual student support.
- To have completed the recommended Safeguards (see above) before session delivery. Also to have provided Mind with a minimum of two named members of staff.
- Classroom space to deliver the session.
- Projector or Smartboard (we can provide a project if required)
- To ensure all student, staff and connected parents or carers receive the supporting newsletter.

"The training was excellent, it was a relief to some students to know that it was ok to state when they needed support." teacher

Classroom Ground Rules

When delivering sessions on the area of mental health, it is important to think carefully about the possibility of personal disclosures from students who, as a result of the lesson, may develop the skills, language, knowledge and understanding to make a disclosure about their own mental health or emotional wellbeing.

While this is not to be discouraged, and appropriate disclosures should be seen as a positive impact of the session, it is very important that if students make personal disclosures to school staff they do so in a suitable, one-to-one setting. It is not appropriate to encourage pupils to talk about sensitive personal matters in the classroom.

Teachers should always prepare the class by letting them know the nature of the topic beforehand and offering pupils the opportunity to let the teacher know, either anonymously or directly, if they have any concerns about taking part or have specific concerns about themselves or a friend.

Confidentiality and anonymity

Students need to feel safe discussing general issues related to mental health in the session without fear that these discussions will be repeated by others beyond the session.

Students need to feel confident exploring their misconceptions or questions about mental health in this safe setting.

But we need to make it clear that if we become concerned that a child may be at risk then we will pass that information on appropriately.

The Right to pass

Although participation in the session is important, every pupil has the right to choose not to answer a question, or not to participate in an activity.

Pupils may choose to pass on taking part if a topic touches on personal issues which they should not disclose in the session, or if the topic of the activity or discussion makes them feel uncomfortable in any way

Listen to others

Every pupil in the session has the right to feel listened to, and they should respect the right of their peers to feel listened to as well.

Use of Language

Students will be reminded to take care in their use of language in (and beyond) sessions about mental health. They should not be using vocabulary that is inaccurate or offensive. We are aware that language such as words including 'nutter' and 'loony bin' or the use of 'mental' or 'crazy' in a derogatory fashion are used by young people.

When/if these words are used in the session we will take time to consider how such phrases might be perceived by someone who was facing mental health issues.

Ask questions

Students will be encouraged to ask questions and assured that no question will be considered stupid, and that when they are in doubt about an issue or topic, they should ask.

We will be available where possible after each session to allow students to come and ask us questions on a one to one basis.

Important - Safeguarding to ensure the wellbeing of possible vulnerable students

While sometimes there may be clear physical or emotional indicators that a student is vulnerable to the issues we may be discussing in the session, sometimes there will be no such indicators at all. Some young people work very hard to keep their problems hidden so we must work hard to make the session universally safe and never make assumptions about the wellbeing or resilience of particular students.

We prepare all sessions on the basis that there will be at least one member of the class who is personally affected by the lesson content.

Therefore we must try to make the session safe for both the students you as a school may already be aware of and those you may not be.

Consideration for preparing or withdrawing vulnerable student

If you are aware of students in your class who are likely to find the topic of the lesson particularly sensitive, perhaps due to their own pre-existing mental health condition or that of a family member, then the lesson content should be discussed with them beforehand. This may be done by an adult specifically involved in their care and wellbeing, for example a form tutor, parent or school counsellor. It may be appropriate to discuss and give the pupil the right to withdraw from the lesson, and in such cases they should not be expected to justify their absence to their peers.

If the lesson is missed, then consideration should be taken as to how to follow up the missed lesson with the pupil in question so that they are able to benefit from the learning, as the outcomes of the lesson may be especially relevant to him or her. We can provide you with the resources from the session and they can still access the follow up newsletter and helpful resources. In some cases we may be able to talk to them on a one to one basis about the sessions content.

Informing staff and parents

Students are far more likely to seek support for their mental health concerns following a session on a topic that is relevant to any current concerns they are facing and where they have developed the knowledge and confidence to seek help.

For this reason, it can be helpful to make staff and parents aware of the fact the topic is being covered and ensure they know how to provide appropriate support. Also, there may be issues within the cohort you intend to teach which you are not aware of but which are known about by other members of staff. By informing relevant pastoral or safeguarding staff and staff who lead on mental health issues of the intended topics they can help to prepare vulnerable students for your session.

We will provide the school with 3 electronic newsletters for students, parents/cares, and school staff. These give an over view of the topic of mental health, the sessions covered and how and who we can seek help from.

Safeguards the school must put in place to support delivery of the session & our visit.

- Before each session providing us with a minimum of two named members of staff that students can seek support and advise from in school if they have any concerns following the session.
- Teachers should always prepare the class by letting them know the nature of the topic beforehand, and offering pupils the opportunity to let the teacher know, either anonymously or directly, if they have any concerns about taking part or have specific concerns about themselves or a friend.
- Alerting relevant pastoral and safeguarding staff about the topic that will be covered and encouraging them to discuss the session content with any pupils who are accessing support for related issues.
- Ensuring there is a dedicated member of staff present during the session to support classroom management and to offer support to any student who may become emotional or upset during the session. Also that this member of staff is fully up to date with the school safeguarding policy in the event of a disclosure.
- Schools should consider appointing a lead contact or coordinator for mental health issues, and if your school does adopt this model, we can work with them on information and resources to help pupils trying accessing support.
- It is wise to have a protocol in place to support any young person who becomes distressed. Ensuring there is a Pre agreed place for students to go to if during the session they become emotional or upset and ask to leave the session.
- Pupils should be reassured that they will always be taken seriously, will never be judged and will always be listened to if they choose to make a disclosure at school.
- Clearly signposting sources of support before, during and after the lesson. (We will provide this resource).

Carlisle Eden Mind offers a range of support to children, young people, and their supporters.

We will attend your school setting and deliver the training in house. All we need is the time, a class room full of students, a member of staff to assist with class behavior, and we will do the rest.

During our training we are aiming to push a central theme of mental health and resilience being everyone's business. That as a young person we can make a difference to our own and to our peers mental health and resilience.

Each students receives a take away reminder of the session and the sessions are supported with an information newsletter for parents/carers, teachers, and students to ensure everyone is talking and has knowledge of what was covered.

Sessions are delivered in a classroom environment to an average class size (25-35 students).

We can offer a variety of courses from 1hr per class to full assembly all day courses. We have a variety of charges ranging from £100 per 1 hour per class to £500 per day full year groups.

Please contact us for further information. We are happy to reduce costs where possible and where more than one course is delivered.

We have received direct feedback from parents expressing how the sessions have opened up discussion at home, offering student and parents more support.

"The training has made students feel more comfortable to open up and discuss their mental health – whether it's amongst themselves, or coming to us as members of staff. One student finally had the confidence to go to their GP who diagnosed them with depression, and they have now been able to move forward and deal with this. This particular student's parents got in touch with school to thank us for helping their child."

Available training sessions

Mates in Mind and With You in Mind were co designed and produced ensuring authentic participation from young people.

Over 900 young people across Cumbria were involved and influenced the design, even down to the colour of the background power point.

We piloted the training to hundreds of students across Cumbria and using their individual feedback we were able to ensure the sessions reflect what young people what to know most about looking after their own and their peers' mental health.

Our training has been shown to reduce the stigma surrounding mental health amongst course participants and within their school community as a whole.



Mates in Mind is our 2hrs Peer to Peer Emotional Wellbeing and Resilience training for Young People looking at supporting your mates

- * What is emotional wellbeing and resilience?
- * How can we spot the signs our mates maybe emotionally struggling?
- * How can we talk to them if we do spot the signs?
- * How can we help them – practically and emotionally
- * Who else can help – trusted adults, GP, school staff, services
- * When to get help – if even your friend doesn't want you to

We help young people to reach out, to listen, and to be helpfully noseey! To confidently help their mates move in a positive direction.



With You in Mind is a 1hr mental health awareness training for young people covering:

- * What is mental health and mental illness?
- * Common mental health illnesses – e.g. anxiety, depression
- * What can affect our mental health negatively and positively?
- * What can we do to have positive mental health?
- * Who can we talk to if we are worried or need more information?

Experiencing mental health issues can be a stressful and confusing time, but understanding what you are experiencing is the first step towards emotional and mental wellbeing. Together we explore the ways we can take care of our own mental health and who can help us if we need it.

With You in Mind – *Training Butterflies*

Training butterflies



This follows a similar structure to WUiM but we have specifically designed this session to also cover the stresses felt by 6th formers. We use the session to focus on how you can change your mind about stress and this can support your body to change its negative response to stress.

We share the idea that new research suggests that stress may only be bad for you if you believe that to be the case.

As an additional support designed with 6th formers' stresses in mind we also look at how new research suggests the way we view stress is important for our health and if we view stress in a more positive way it can be our friend rather than the enemy. This is an important lesson as 6th formers can't avoid stress with exams, Uni interviews and real future choices looming, so they need to learn how to deal with it.



Parents in Mind is a 1hr mental health awareness training for parents covering:

What is emotional wellbeing/resilience and mental health/mental illness?

- How can parents/carers support positive mental health/emotional wellbeing?
- How can parents/carers spot the signs our mates maybe emotionally struggling?
- How can parents/carers talk to their children if they do spot the signs?
- How can parents/carers help them – practically/emotionally – a guide to the 5 Ways of Wellbeing ?
- How to maintain or improve positive relationships in tricky times.
- Who else can help – trusted adults/GP/school staff/services
- Q&A

Parents in Mind enables parents and carers to help their children to understand, protect and sustain their mental health, supporting positive relationships.

Youth Mental Health First Aid (MHFA) - we offer both 2 day and 1 day course.

YMHFA courses are for everyone who works with, lives with or supports young people aged 8-18. They will teach you the skills and confidence to spot the signs of mental health issues in a young person, offer first aid and guide them towards the support they need. In doing so, you can speed up a young person's recovery and stop a mental health issue from getting worse.

Our courses won't teach you to be a therapist, but we will teach you to listen, reassure and respond, even in a crisis - and even potentially stop a crisis from happening.

For more information— <https://mhfaengland.org/individuals/youth/>



Bespoke Support for Schools

We can also work with schools to provide tailored packages of support to staff, parents/carers and pupils

Training sessions can be delivered as individual 1hr or 2hr sessions for individual groups or we can attend your school and deliver a whole day of training. Delivering several sessions over one day to several different groups/classes, for example 4-5 x 1hr sessions depending on your timetabling.

"The training has been excellent it has been really tailored to young people to ensure they get the most out of the session. Our students have overwhelmingly found the session really helpful." Assistant Head

Training for School Staff (also parents & carers)

We provide a broad range of training across Cumbria including:

- * Self-harm and suicide awareness and intervention skills training
- * Mental Health Awareness and Mental Health First Aid
- * Condition specific awareness and interventions
- * Emotional resilience and stress management for staff
- * Mental health awareness and support for Line Managers

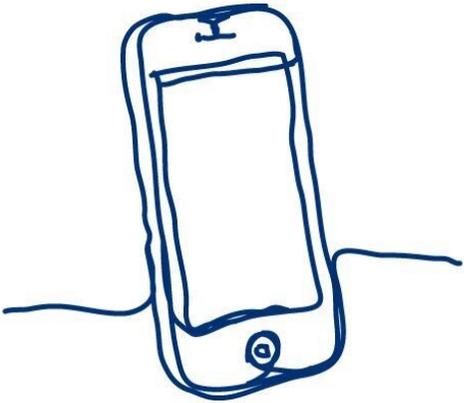
Attendance at one of our training course can be logged as 'Continued Professional Development'. Certificates of attendance can be issued for all our training sessions on request. We also offer several accredited training packages such as LivingWorks, MHFA, etc.

"It was knowing that caring, listening and wanting to help was the most important thing for helping someone, rather than thinking I always had to have the right answers. The course has opened my eyes to my potential to support others." course member

Please get in touch..

Together our training team has years of experience in both training and outreach work, having worked across many area of mental health services, support and information. We are all passionate about giving Young People a voice and assisting them to be responsible for their mental health and wellbeing. If you have any questions at all about our work please get in touch.

If you would like to discuss any of our training packages or if you are looking for a bespoke course? We can design and deliver mental health training of direct relevance to your needs.



Contact Lynsey Eland for more details on

T: 01228 543354

or

e-mail:

Lynsey.eland@cemind.org