



# Schools in Mind

Mental health support for children and young people



# Our story

**We're the leading local mental health charity in Teesside and it's our mission that everyone in our local area has good mental health. We're committed to working with every community and individual across Teesside to ensure they can access support to improve their emotional wellbeing.**

## Who are we?

We were established in 1995 by a group of local people who wanted to provide information and activities for people in the community experiencing mental health difficulties. All our work is delivered here in Teesside and is focused entirely on supporting the local community, but we're also a member of the national Mind network and work within the quality standards of Mind.

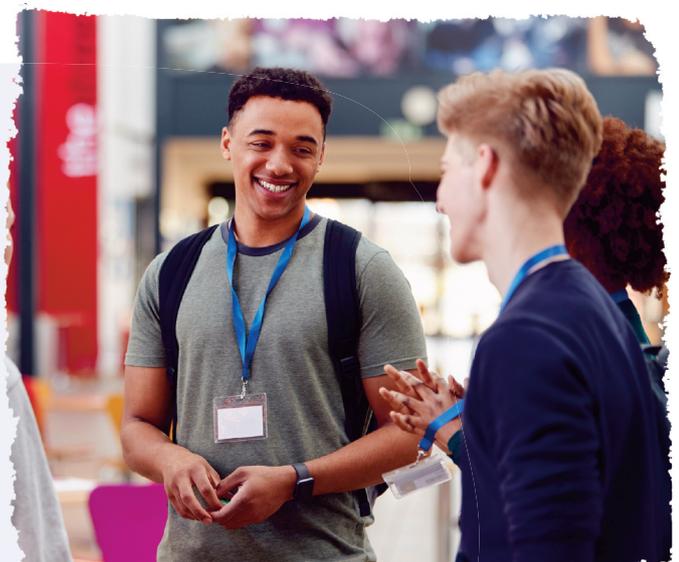
Since our inception we've worked hard to develop what we do in response to local issues. Now, we work with over 15,000 people in Teesside every year to improve their mental health and well-being in lots of different ways.

## What's our mission?

It's our mission to empower anyone who wants help with their mental health to access our expert support and advice.

We campaign locally to improve services, raise awareness and promote understanding of what good mental health looks like.

**“I have learnt so much from our sessions, I don't feel worried anymore and if I do in the future, I will know what to do, thank you.”**



# Our Values

Everything we do is shaped by our values.

## CARING

We genuinely care about local people and the work that we do. We treat people with respect and dignity.

## WELCOMING

It can be difficult to ask for help and there is still much stigma associated with mental health. When people come to us for support, our response is warm and welcoming. Our staff and volunteers are helpful and friendly. We don't judge people.

## TRUSTWORTHY

People trust us with their personal stories. We appreciate this isn't easy and are grateful for people's confidence in us. We take confidentiality very seriously.

## DETERMINED

We are committed to finding the best support for you. We can tailor our services to meet your needs as we know finding help for mental health issues can be difficult. If we can't help you, we'll find the right support from other local organisations where needed.

## PROFESSIONAL

All our staff and volunteers are skilled in the work they do and are supported by us. We're constantly working to ensure our environment is safe and beneficial to you.



**“My daughter's confidence has come on leaps and bounds since meeting you. I personally want to thank you for all your guidance, patience and advice. She now has a lovely set of friends and feels less socially awkward. She is happy and comfortable in her own skin. It's lovely to see how her emotional resilience has improved over the last few weeks.” (Parent)**

# Schools in Mind

## The Team

Schools in Mind has a multi-disciplinary team of mental health professionals. Our qualified Counsellors and Emotional Wellbeing Practitioners have years of experience in youth work, education, and supporting children and young people with their emotional wellbeing and mental health.

The Schools in Mind team takes a person-centred approach to their work. Our practitioners take time to get to know the child or young person so that the work can be tailored to suit their needs, passions and situation.

We employ a range of evidenced-based techniques and interventions focusing on improving emotional wellbeing and emotional resilience.

## Our Experience

Schools in Mind currently provides emotional wellbeing and emotional resilience support to children and young people across the Tees Valley. We offer a range of services, including one-to-one support and group work. We can also create bespoke packages, tailored to your school.

Schools in Mind strongly believes in continued professional development, and we strive to meet the ever-changing needs of the children and young people in the communities that we support, ensuring that their views are at the heart of any new developments to our services.

Teesside Mind has delivered a Children, Young People and Families service since 2004. It also delivers a wide range of services for adults struggling with their mental wellbeing, including Advocacy, Social Prescribing, Financial Hardship, Talking Therapies, and more, meaning we have a large team of experienced workers at our side.

## Where We Deliver Support

Schools in Mind is firmly rooted within the local community, and therefore sessions are primarily delivered in schools. We can also offer sessions at the Teesside Mind offices or online so that we can accommodate the child or young person where they feel most comfortable. This means we can still work with a student if they are suspended or excluded from school.

**86% of the schools we partnered with this year were rated 'Good' or 'Outstanding' by Ofsted for 'personal development, behaviour, and welfare' in their last inspection!**

**85% have seen an improvement in their overall emotional well-being (Strength and Difficulties Questionnaire, SDQ)**

**98% believed that they have achieved their individual goal**

## Why Partner With Us?

Our reputation is built on years of dedicated service to the children and young people of Teesside, where we have a proven track record working closely with schools.

We provide short-term interventions for children or young people aged 7 – 18, through Primary Schools and Secondary Schools. Our work focuses on emotional wellbeing and emotional resilience and offers whole school assemblies.

Each school commissioning our service has a dedicated practitioner, working alongside them throughout the academic year, providing support tailored to the school and to the children or young people they work with. The practitioner will provide a weekly overview for the school, providing updates on the work that is being done and progress that is made.

The Schools in Mind manager offers termly check-ins with each school to monitor progress, referrals and positive outcomes.

Our person-centred service uses goal-based outcomes; goals are set by the child or young person on entry to the service and are reviewed at each session. We monitor the progress of the child or young person through outcome measures that examine their emotional wellbeing. We provide reports to school and parents at the end of each child or young person's support, which outline their progress towards their goals and emotional wellbeing, as well as recommendations going forward.

Ofsted evaluates schools on their "links to external support services such as local specialist mental health organisations". Our service provides specialist emotional wellbeing support for children and young people and pathways and referrals to NHS provision where required.

**Kira's goal was to learn some coping techniques for her anger. She was referred to Schools in Mind because she would flare up at the slightest thing. Kira described her anger as awful because she "couldn't stop it from happening". She wanted help because she would get in trouble in class for shouting back, even though she didn't mean to. In sessions, Kira and her practitioner worked on identifying how the anger felt in Kira's body. Kira realised the first sign of her temper rising was a tingling in her hands. Once Kira was able to recognise her anger warning signs, her and her practitioner were able to look at things Kira could do to calm down, even before she got angry. The practitioner introduced the STOPP skill and Kira gave this feedback, "I always get into trouble at school, but I actually used the STOPP skill. I was able to see my anger coming and take deep breaths to calm down and it made such a difference and it worked so I didn't get into trouble!"**

# What Type of Support Do We Offer?

## Emotional Wellbeing Practitioner

### Our experience

Schools in Mind's Emotional Wellbeing Practitioners are all trained mental health workers with experience in teaching, youth work or social care. They are experienced in working in education settings and have a background in mental health. They deliver interventions to support and improve emotional wellbeing and resilience on entry to the service and are reviewed at each session.

### What our Emotional Wellbeing Practitioners do

Emotional Wellbeing Practitioners deliver short-term, one-to-one interventions to children and young people from Y3 through to Y11. These usually last six weeks and can help a young person with the following:

- Understanding or controlling their emotions
- Identifying emotions and their effect on our bodies and actions
- Increasing emotional resilience and improving emotional responses
- Friendship groups
- Excessive worrying/ low level anxiety
- Anger
- Confidence and self-esteem
- Transition to secondary school, college or university

## Counsellor

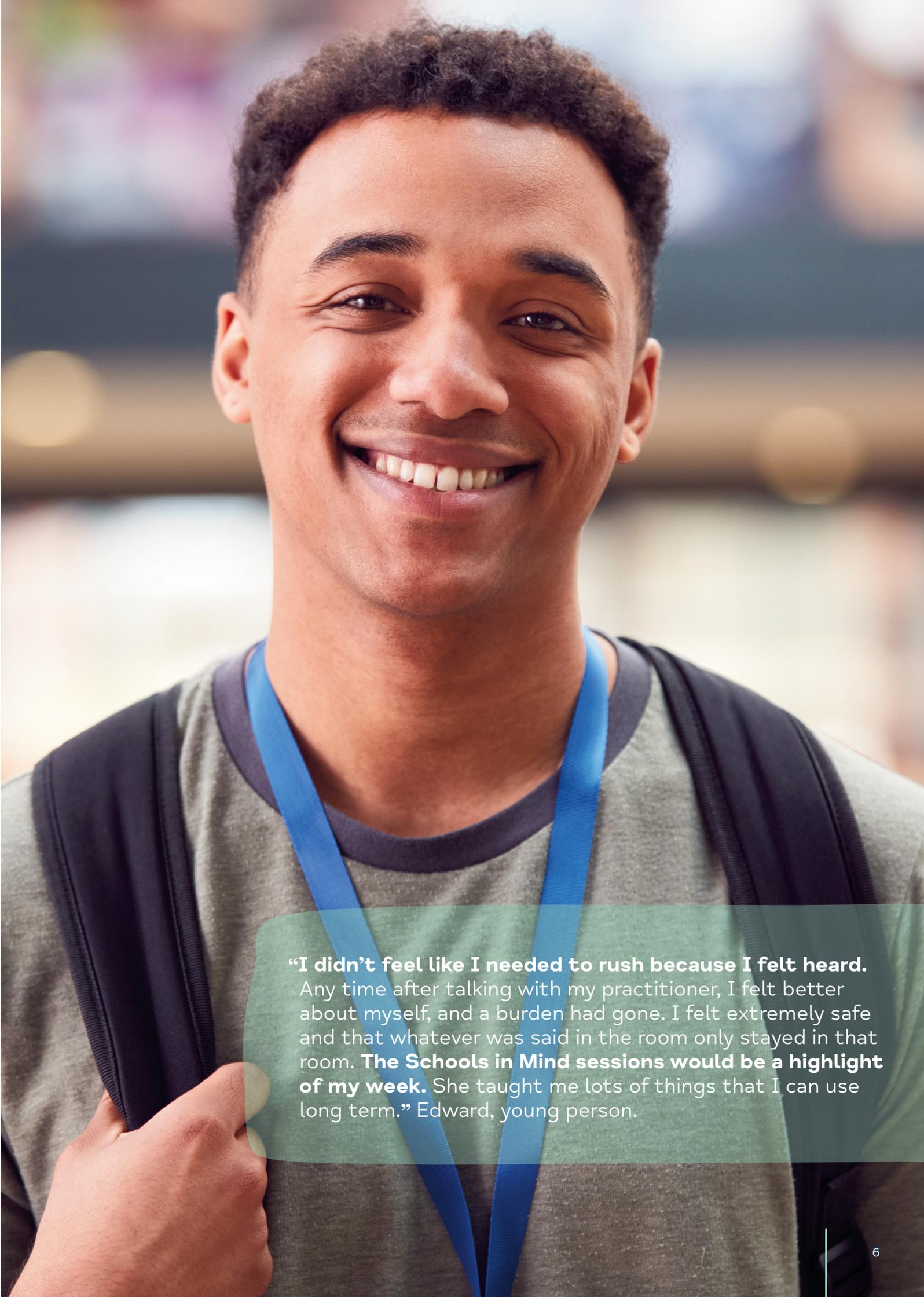
### Our experience

All our counsellors are qualified to the highest professional standards and registered to a relevant governing body such as the BACP (British Association for Counselling and Psychotherapy).

### What our Counsellors do

Our counsellors can deliver one-to-one emotional help to children from Key Stage 3 through to Year 11. They help children and young people identify and understand problems in their own lives and help them with ways to handle or cope with emotional situations. These sessions usually last six weeks and can help young people who are struggling with;

- Bereavement
- Anxiety
- Low mood
- Issues at home
- Behaviour
- Bullying



**“I didn’t feel like I needed to rush because I felt heard.** Any time after talking with my practitioner, I felt better about myself, and a burden had gone. I felt extremely safe and that whatever was said in the room only stayed in that room. **The Schools in Mind sessions would be a highlight of my week.** She taught me lots of things that I can use long term.” Edward, young person.

# The Schools in Mind Model

## Referrals

Schools in Mind referrals primarily come from the school, but we can also accept referrals from parents, professionals and other agencies.

Teesside Mind attends twice weekly meetings with statutory CAMHS and their Single Point of Contact Team (SPOC) to discuss cases with other practitioners. This provides an opportunity to receive advice, make referrals for a higher level of support, and accept referrals for support from the Schools in Mind Team.

## Information Gathering

Aligning with the Gillick Competency Guideline, for under 14s, a pre-assessment form is sent to the child's parent or guardian, which helps us to build a picture of the child's life. This is followed up with a phone-call to confirm consent and talk through concerns and positives in the child's life.

## Introduction

Schools in Mind takes a relationship-based approach, therefore a key part of the support a practitioner provides is a positive introduction with the young person. The first meeting with the young person will be a 15-minute chat, with the focus of building good rapport.

## Safety Assessment

For every young person the Schools in Mind practitioner sees, a safety assessment is completed. This focuses on the positives in their life, but also seeks to understand any safety concerns the young person has.

## Sessions

Each one-hour session provided consists of 45 minutes contact time with the young person and 15 minutes of admin time for case notes.

### Session 1

The Schools in Mind practitioner will use this session to set goals with the young person, find out what motivates them and what things are impacting their emotional wellbeing. They will complete the first set of outcome measures which provide a quantitative indicator of the child or young person's progress.

### Session 2 – 5

The practitioner and the child or young person will work together to find strategies that will work for them, with the focus of improving their emotional wellbeing or increase their emotional resilience.

### Final Session

The session will be used to provide a refresh on all of the techniques that the child or young person has learned to manage their emotional wellbeing. The practitioner will also complete the last set of outcome measures to track their progress. They will also confirm progress on goals.

## Final Report

The final report provides a summary of the work that has been completed; it outlines the progress that has been made, both quantitatively through the outcome measures, and qualitatively using examples; it outlines the goals and how they were achieved; and provides recommendations of any additional support going forward.



“I just wanted to say a huge thank you for working with Daisy these past weeks. I feel she has really benefited from your sessions. Daisy now tells others what she has learned so they can deal with their own situations better. So **thank you again for helping Daisy remember what a lovely girl she already is and that sometimes we just need a little extra help and that's ok.**”  
Daisy's parent.

# Group Work

Group work can be provided for up to three children or young people. The group work will be delivered by a Schools in Mind practitioner and can focus on the following things. Each of these groups run for four weeks.

## Be Kind to Your Mind Group

This group is for any child that would like to improve their confidence and self-esteem. Focusing on positive self-talk, positive affirmations and self-care, it helps the child feel more confident. On positive self-talk, positive affirmations, self-care and helps the child feel more confident.

## Transition Group

This group is for year 6 students who find changes particularly challenging. This group focuses on help with transition to year 7.

## Mindfulness Group

This group teaches 9-14 year olds different techniques to feel grounded, making them aware of their bodies reaction to stress and provides techniques to help relax or overcome the flight fight or freeze response.

## Decider Skills Group

The decider skills are techniques which use CBT and DBT approaches to teach children and young people the skills to recognise their own thoughts, feelings, and behaviours, enabling them to monitor and manage their own emotions and mental health.

## Exam Stress

This group is for any pupil who is feeling worried about their upcoming exams. They use psychoeducation, talking about the flight, fight and freeze reactions and going on to develop strategies helping them to manage their anxiety.

## Friendship Groups

This group is for any children struggling to make and maintain friendships, also for those that have been bullied. The purpose of the sessions is to identify what makes a good friend, looks at positive relationships and negative influences and does some low-level confidence building work.



# Schools in Mind: How to Commission for Your School?

## Enhance Student Wellbeing with Comprehensive Support

Schools in Mind offers a customisable programme of support designed to address the mental health and wellbeing needs of your school community.

### Commissioning Schools in Mind Support:

We break the school day into morning and afternoons, with mornings made up of three sessions, and afternoons made up of two.

The minimum 'buy-in' of support is two sessions per week, and support packages can be tailored to the schools need.

### Benefits for Your Students:

- Improved mental health and emotional wellbeing
- Enhanced coping skills and resilience
- Increased academic performance and engagement
- Improved attendance and connection to school life

## Create your package of support

We are still taking new schools for Schools in Mind for this academic year. If you want to discuss how the service can support your students, please contact Leah Johnstone at:

[leah.johnstone@teessidemind.org.uk](mailto:leah.johnstone@teessidemind.org.uk)  
or call **01642 257020**.

**We look forward to partnering with you!**

**“Nobody does what Schools in Mind does.”**

**Mrs Smith, Head Teacher,  
St. Thomas More Catholic  
Primary School**





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