

Issue 22:
Autumn Term
2024

Kind Minds Newsletter



Children and young peoples' mental health and emotional wellbeing
Staffordshire



Welcome to this Autumn edition of Kind Minds.

This newsletter has been produced by several partner organisations across Staffordshire, with the aim of pulling together useful information about children & young people's mental health and emotional wellbeing.

We produce a newsletter every term and **we would welcome your thoughts on the types of information that would be most useful to you.**

Please get in touch with ideas, contributions or to be added to the distribution list:



sandra.webb@staffordshire.gov.uk

****Updated Children and Young People's Mental Health Support Pathway interactive map****

Finding the right help at the right time to support Children and Young people with their mental health and wellbeing can be confusing, they might need different types of support at different times in their life. Sometimes it might just be about getting a bit of advice or sometimes problems are more serious or don't get better with self-help and need more help such as specialist advice and support.

We have updated the **interactive map of Children & Young People's Mental Health Support**. It shows the local support available for Children and Young people to support their emotional and mental health and wellbeing.

Instead of two separate maps it is now all contained in one easy to follow interactive map. **Check it out on [Staffordshire Connects](#) where a downloadable printable map can be accessed**





Action for Children Staffordshire Emotional Health and wellbeing service



Annual report is now published:

[AFC_Staffordshire+EHWB+Annual+Report+2023-4_v5](#)

We know that starting back to school can be an anxious time for some of our young people. So, we have included a set of printable, mindful cards that highlight different skills to focus on during times of anxiety. (Printable sheets can be found pages 20 & 21)



Simply, scan the QR codes and it takes you to our online videos that back up these skills.



Or scan the QR code above for videos

Action for Children has launched a new 'Emotional Regulation Group'

Emotional regulation is the process of recognising and controlling feelings or our reactions to feelings. This is not a skill we are born with; it is something that we start developing through our parents. Younger children will need your support to learn to regulate their emotions.

If your child struggles with managing their emotions, it can be helpful to learn strategies to help them with this. These are skills that need to be modelled and practiced. You as parents are in the best position to help your child with emotional regulation as you are often there when difficulties arise.



This group is delivered **regularly online for parents** but can also be **delivered within schools or community venues** alongside the decider skills for young people.

If your setting is interested, please contact Louise.moore@actionforchildren.org.uk for more information.

Further information for our service can be found on our website www.staffordshire-ewb.actionforchildren.org.uk

Wait times:

Our wait times can differ depending on the young person's pathway. Wait times for a group workshop are minimal enabling children and young people to receive support quickly so please encourage children and young people to access this support.

Wait times for one-to-one sessions are longer and we are working hard to reduce this. While we understand some children and young people prefer this type of support we would encourage them to try a group workshop. This can be a great way to see that others have similar emotions and difficulties and therefore reduce their feelings of isolation.

Average Waiting times from referral to assessment is 8.5 days and from assessment to first intervention is at 1 day (this is using a stepped care approach)

To contact us, check progress of a referral or get some information, advice and guidance

email staffordshireewb@actionforchildren.org.uk

Our website: [Staffordshire Emotional Health and Wellbeing Service \(actionforchildren.org.uk\)](http://Staffordshire Emotional Health and Wellbeing Service (actionforchildren.org.uk))



Children and Young Peoples Mental Health Participation Team aims to put the experiences of children, young people, parents, and carers at the centre of service design and delivery.

A key aim of the participation team, is to **champion the voices that matter most, to shape the things that matter most to them**, so that:

- Young people have a "stake" in the services they use.
- Lived experience shapes the services for our local communities, and
- The voice of young people is central to the development of services offered.

So how do children and young people get involved?

Getting involved can range from online comments, feedback surveys, interview panels and attending groups/forums, discussing any specific topics and so much more!

Who can get involved?

Anyone living in Staffordshire who has accessed mental health services in the past year or has lived experience of mental illness:

- **Children and Young People** (CYP) up to 18 years old (or up to 25 with an EHCP) who have accessed NHS, voluntary or community services
- **Parents or Carers** with experience of caring for a CYP experiencing mental illness.



If you are interested please follow the link Children and Mental Health Participation Sign-up form. [CYP Mental Health Participation sign-up form \(office.com\)](https://www.office.com/CYP-Mental-Health-Participation-sign-up-form)

Or sign up via the QR code



Or if you have **any queries**, or **if you are a professional** and would like the participation team to be involved in your service, the team can be contacted by emailing participation@mpft.nhs.uk or by ringing 07971 920 817 for more information go to their website: [Children and Young Peoples Mental Health Participation Team](https://www.childrenandyoungpeoplesmentalhealth.org.uk)



<https://www.facebook.com/YParticipation>



[@cypmhparticipationteam](https://www.instagram.com/cypmhparticipationteam)



[@MHparticipation](https://www.twitter.com/MHparticipation)



Mental Health Leads in Education Network

The Mental Health Leads in Education Network continues to grow, with colleagues from education settings across Staffordshire and Stoke on Trent. Meetings are held termly and are a way of sharing information, resources and best practice as well as offering an opportunity for mental health leads to come together to ask questions, seek support, and share ideas.

In the summer meetings for North and South support available for schools from **Mental Health Support Teams** (Claire Consterdine NSCHT, Becky Knight MPFT), **Action for Children** (Louise Moore) and **Changes** (Jackie Williamson) was explained, the intervention and delivery available as well as referral processes. Important things to note; they do not offer urgent crisis care, they are available all year round, the more comprehensive referral information the better to ensure the child/young person gets the correct support from the correct service.

At South meetings Mental Health Leads Network members Claire Faulkner Head teacher and Lisa Richardson ELSA from St Peter and St Paul Catholic Primary in Lichfield presented and explained their Wellbeing recovery action plans, also sharing this resource with network members.

At North meetings Cassie Powell Whole school approach Co-ordinator NSCHT shared resources and information about implementing the Whole School Approach.

Network members are given access to Padlets, which allows members to chat with colleagues in between meetings, continue to share ideas and seek support from peers. Building on this



positive peer support, we established a list of **'buddies,'** where settings have indicated that they wish to 'buddy up' with others. This helps the conversations and support to continue across the Network, between termly meetings.

We have created a steering group to shape meetings; looking at structure of meetings and content, times/dates of future meetings. If you are a member of the network and would like to be part of the group to have a role in shaping the meetings, please do email Sandra or Sheriff. **If you have something you could share/discuss/present at meetings please do get in touch.**

Mental health leads in education network - new academic year meeting dates

Date	Time	Districts
Autumn Term 2024:		
Tuesday 12 th November 2024	07:45 – 08:45	North Staffordshire (Newcastle-under-Lyme, Staffordshire Moorlands) & Stoke-on-Trent
Thursday 14 th November 2024	16:00 – 17:00	
Tuesday 19 th November 2024	07:45 – 08:45	South Staffordshire (Cannock, East Staffordshire, Lichfield, Stafford, South Staffordshire, Tamworth)
Thursday 21 st November 2024	16:00 – 17:00	
Spring Term 2025:		
Tuesday 11 th March 2025	07:45 – 08:45	North Staffordshire (Newcastle-under-Lyme, Staffordshire Moorlands) & Stoke-on-Trent
Thursday 13 th March 2025	16:00 – 17:00	
Tuesday 18 th March 2025	07:45 – 08:45	South Staffordshire (Cannock, East Staffordshire, Lichfield, Stafford, South Staffordshire, Tamworth)
Thursday 20 th March 2025	16:00 – 17:00	
Summer Term 2025:		
Tuesday 10 th June 2025	07:45 – 08:45	North Staffordshire (Newcastle-under-Lyme, Staffordshire Moorlands) & Stoke-on-Trent
Thursday 12 th June 2025	16:00 – 17:00	
Tuesday 17 th June 2025	07:45 – 08:45	South Staffordshire (Cannock, East Staffordshire, Lichfield, Stafford, South Staffordshire, Tamworth)
Thursday 19 th June 2025	16:00 – 17:00	

All meetings take place via Microsoft Teams. Those on the distribution list will be sent a Teams link to allow them to join the meeting as well as an agenda nearer the time.



If you are a mental health lead in a school or an education setting (including post-16 education), and would like to be added to the MHL Network mailing list, please email:



Staffordshire schools / settings: sandra.webb@staffordshire.gov.uk



Stoke-on-Trent schools / settings: Sheriff.Shittu@stoke.gov.uk



Senior mental health lead training: Find out how your school or college can apply for a grant and access DfE quality assured training to help develop a whole school or college approach to mental health and wellbeing.

The Department for Education is offering grants of £1,200 to eligible schools and colleges (settings) to pay for senior mental health lead training.

The grant must be used to pay for DfE quality assured training. This training will provide a senior mental health lead in your setting with the knowledge and skills to implement and sustain a [whole school or college approach to mental health and wellbeing](#).

Eligible schools and colleges are now able to apply for a senior mental health lead training grant to commence training by 31 March 2025. Grants will be provided to cover (or contribute to) the cost of attending a quality assured course and may also be used to hire supply staff while leads are engaged in learning for more information and [Senior Mental Health Lead Training](#) For eligibility and grant conditions please see link: [Senior mental health lead training: conditions of grant](#)

Schools can now also claim a 2nd grant [here](#) if their trained mental health lead left the setting before fully developing their whole school or college approach.

Toolkit and Resource hub

A [Mental Health Lead Resource Hub](#) to help **mental health leads** embed a **whole school or college approach** to mental health & wellbeing, has been developed by **Anna Freud**, in partnership with education representatives and mental health experts.

A [targeted mental wellbeing support toolkit](#) is also available. This provides a practical guide and filterable tool to help schools and colleges review, refresh and develop effective targeted support for pupils and learners with social, emotional and mental health needs.

Teaching blog is a great way of sharing good practice on many aspects including Improving wellbeing support for pupils through senior mental health lead training. Read the blogs here: [Teaching \(blog.gov.uk\)](#)



Making a referral for children and young people's mental health and emotional wellbeing support in Staffordshire

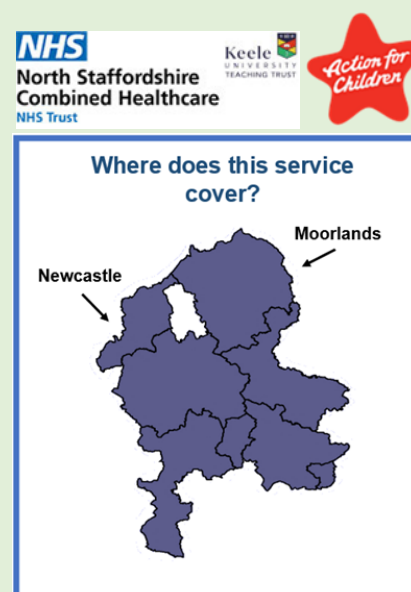
Support and guidance are provided through the single points of access for north and south, they will triage information provided to understand the needs of the child, young person, and their families. Simplifying the way children, young people, their families or carers seek care, support and guidance, also how professionals and others can make a referral.

North Staffordshire:

- Child and adolescent mental health services are accessed via the **Single Point of Access (SPA)**, bringing together children and young people's mental health services including Action for Children.
- The **Crisis Care Centre** can take telephone calls / referral forms from self-referral or from professionals.
- Referrals are screened by the CCC and passed over to the duty team for triage.

Telephone: 0800 0 328 728

Online referrals: <https://combinedwellbeing.org.uk/da-our-services/>



South Staffordshire:

- Child and adolescent mental health services are accessed via the **Children and Families Single Point of Access (CaFSPA)**, bringing together children and young people's mental health services including school nursing and Action for Children.
- The **CaFSPA** can take telephone calls / referral forms from self-referral or from professionals.
- Referrals are screened and triaged by the CaFSPA.

Telephone: 0808 178 0611

Email referrals to: CaFSPA@mpft.nhs.uk

Please visit website for more information:

<https://www.mpft.nhs.uk/about-us/latest-news/children-and-families-single-point-access>





The [Whole School and College Approach \(WSCA\) Measurement Toolkit](#) is OFFICIALLY launched!

It allows educational settings to reflect regularly on the implementation of their WSCA work and track its impact on key outcomes. Educational settings will be able to self-assess their WSCA implementation and outcomes using: the Implementation Self-Assessment Tool (ISAT) and the Outcomes Self-Assessment Tool (OSAT).

Schools and colleges will also be able to track the self-assessment data over time and develop their WSCA work, making adjustments where needed, based on their progress.

A whole school and college approach to mental health and wellbeing is a co-ordinated approach across an educational setting to promote emotional wellbeing, identify emotional and mental health difficulties at an early stage, and provide support to those who need it.



Building Positive Mental Health - Young Minds have a number of activities available from [Building positive mental health | Resources | YoungMinds](#)

Chatterbox chats: this is a great activity getting young people to talk about feelings and sharing their ideas. Having a game, puzzle or activity to focus on can help a young person feel more comfortable talking about something for the first time, as it moves the focus off the young person onto the activity.



Hope Clouds - Hope can be a useful line of defence against feelings of depression and help with emotional wellbeing. This activity works well with young people of any age and provides a good activity for the start of a new season, year, term or week.

Keeping long-term goals in mind can help children and young people to persevere when they face challenges along the way.

There are a number of activities so do check the link out. There is also an activity for slightly older children, young people and adults alike to consider what has got them through tough times before, but also to learn tips from each other for keeping going.



[Self-Care for School Staff | 360° Schools \(youtube.com\)](#)



Three Good Things

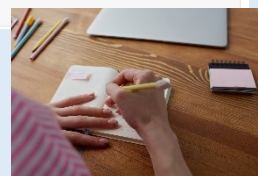


We tend to focus on what went wrong - Humans are born with a negative focus bias. So, when you reflect on your day, your mind veers toward negative things - all the negatives that happen through the day, even if it's just one thing can then cloud our view.

A simple exercise to boost positive attitudes is to take a few minutes at the end of each day to think about Three Good things. Focusing on good things clears your head and drives stress away, helping people sleep better.

The form this can take can depend on who is completing the exercise, if this is young children how about creating sheets to fill in each day.

For young people and adults the 3 good things can be written down in a Journal or notepad, avoid writing them down in a mobile or using a digital journal - the act of physically writing, taking time can help focus on what has gone well [5 Benefits of Journaling for Mental Health \(positivepsychology.com\)](https://www.positivepsychology.com/5-Benefits-of-Journaling-for-Mental-Health)



Stress Buckets

are our capacity to cope with stressful life events, we are all born with different size buckets and this is just how we cope with stress.

Each day water drips into the bucket, these are the stressful life events we can't always control - but our buckets have holes which release the stress we experience.



These holes are the helpful strategies we have to release stress, this means our buckets don't overflow, but when we don't have these in place the buckets can overflow and things can get too much affecting our mental wellbeing making us feel angry, anxious, or unable to cope.

Helpful strategies can include **Mindfulness, Controlled breathing, Exercise, Self-care** - do something you love to do watch a movie, listen to music or catch up with friends. **Writing them down** might help you to see how you can cope with the stress - come up with **a plan**, or to **share with someone** else to **get some help** to cope with demands, pressure and stressful situations.



topic related to wellbeing. [Wellbeing College \(combined.nhs.uk\)](https://www.wellbeingcollege.combined.nhs.uk)

The Wellbeing College offers a range of Free co-produced wellbeing workshops for anyone aged 18 or over in Stoke-on-Trent, Newcastle-under-Lyme, and the Staffordshire Moorlands covering any



are a mixture of in person or online. [Wellbeing & Recovery College](https://www.wellbeingandrecoverycollege.com)

The Wellbeing and Recovery College provides recovery-focussed education courses that are free and open to anyone aged 18 or over who live in Staffordshire, Shropshire, Telford & Wrekin and Stoke on Trent. Courses



RESOURCES



Anna Freud

Seven ways to support children and young people who are worried

This resource is informed by a Cognitive Behaviour Therapy (CBT) approach to managing anxiety. CBT is one of the therapeutic approaches which is most commonly used to treat anxiety and depression. It is recognised by the NHS NICE guidelines as a suitable evidence-based treatment.

This document is not intended as a substitute for therapy but to outline some of the principles that can be easily adopted to support children and young people. Download the guidance : [Seven ways to support children and young people who are worried | Anna Freud](#)



Mental health and wellbeing A-Z

Are you looking to learn more about a particular mental health issue? The Children's society mental health resources are co-designed by young people and mental health professionals. They help make sense of issues that are more common than you might think.

[Young people's mental health & wellbeing resources | The Children's Society \(childrensociety.org.uk\)](#)



Improving children's mental health

Mental health resources for schools

From assembly and class activity ideas to videos and tip sheets, Place2be mental health resources for schools can be accessed here:

[Mental health resources for schools | Place2Be](#)



MindEd for Families, Children and Young People

- website has advice about young people's mental health, created by experts and parents together. Topics for understanding and supporting children and young people's mental health can be found here: [MindEd For Families](#)



Mental health resources for schools, caregivers and young people

School resource packs, curriculum resources as well as resources for Parents/Carers and young people can be found here: [Mental health resources for schools, caregivers and young people | Mental Health Foundation](#)



Dates for your diary - mental health and wellbeing celebration days



September	10th September	World Suicide Prevention Day
	19th September	Youth Mental Health Day
October	10th October	World Mental Health Day
November	4th - 8th November	International Stress Awareness Week
	13th November	World Kindness Day
	11th - 15th November	Anti-Bullying Week
	18 th - 24 th November	Children's Grief Awareness Week
December	3 rd December	International day of persons with disabilities

World Suicide Prevention Day 10th September 2024 - although this issue is published after this date the information is still helpful, please check out the FREE suicide awareness and prevention courses below.

"Changing the Narrative on Suicide" with the call to action "Start the Conversation". This theme aims to raise awareness about the importance of reducing stigma and encouraging open conversations to prevent suicides. Changing the narrative on suicide is about transforming how we perceive this complex issue and shifting from a culture of silence and stigma to one of openness, understanding, and support.

The call to action encourages everyone to start the conversation on suicide and suicide prevention. Every conversation, no matter how small, contributes to a supportive and understanding society. By initiating these vital conversations, we can break down barriers, raise awareness, and create better cultures of support.

Around 10 lives are prematurely lost each month to suicide in Staffordshire and Stoke-on-trent. **#TalkSuicide campaign** aims to bring local individuals, organisations and businesses together to help prevent suicide. You can sign up at [#TalkSuicide - #DoingOurBit \(staffordshire.gov.uk\)](https://www.staffordshire.gov.uk/talk-suicide) for Free training, resources, downloads, and tools.

**#TALK
SUICIDE**

Suicide Awareness & Prevention Courses, courses are **adult** or **focused on Children and young People** and are available **FREE**. To book training click on the link: [Bookings | Public Health \(staffordshire.gov.uk\)](https://www.staffordshire.gov.uk/bookings-public-health) training is popular and places are limited, please book your place as soon as possible to avoid disappointment. ***New dates are added regularly, so keep checking the site for updates on upcoming courses***.



Shout is a free, confidential and 24/7 text messaging service for anyone in the UK who needs support. If you are struggling to cope and need to talk, trained Shout Volunteers are here for you - Text the word Shout to 85258. For more information



and resources [Shout: the UK's free, confidential and 24/7 mental health text service for crisis support | Shout 85258 \(giveusashout.org\)](#)

"Shout- text services- 'really good'- has a text service, easy to access, don't need to phone"

"Texting services can be 'amazing'" Young people talking to Voice project survey



is an **online nudge technique** which consists of a powerful message of hope, as well as providing a selection of mental health support resources in a range of different communicative options (call, text, webchat, self-help app, pocket resources). Through R;pple, an individual feeling despair and researching harmful content will be urged to instead seek mental health support they deserve and need in a way that works best for them. For more information [Home - R;pple Suicide Prevention \(ripplesuicideprevention.com\)](#)



PAPYRUS Prevention of Young Suicide is the UK charity dedicated to the prevention of suicide and the promotion of positive mental health and emotional wellbeing in young people.

Are you, or is a young person you know, not

copng with life? For confidential suicide prevention advice contact 0800 068 4141

pat@papyrus-uk.org text 88247 for more information see [Papyrus UK Suicide Prevention](#)

Need urgent help? If you need urgent support, feel unable to cope, are worried about your own mental health or someone you care for, help is available.



Call your **local NHS urgent mental health helpline 24 hours a day, 7 days a week:**

North Staffordshire (Stoke-on-Trent, Newcastle, Staffs Moorlands) on **0800 0 328 728 (option 1)**. If you have a hearing impairment or are unable to use the telephone, you can text the All Age Access Team on **07739 775202** and the team will respond as soon as possible (please note: this text service is charged at your network provider's rate).

South Staffordshire (Stafford, Stone, Rugeley, Cannock, South Staffs, Lichfield, Burton, Uttoxeter, Tamworth) on **0808 196 3002**. If you have a hearing impairment or are unable to use the telephone, you can email the All Age Access Team mhsi.staffordshire@mpft.nhs.uk and the team will respond as soon as possible.

Samaritans - confidential crisis support helpline, 24 hours a day, 365 days a year - **116 123**. [Contact Us | Samaritans](#) they have email service and self help app

Is it an emergency? If someone's life is at risk because they have seriously injured themselves or taken on overdose call **999**. If you do not feel you can keep yourself, or someone else safe from immediate risk of harm, call **999**.



Youth Mental Health Day 19th September theme for 2024 is:

#ControlYourScroll

Being able to instantly connect with friends, expressing creativity, and access entertainment and information in an instant, are just a few of the many positives the online world presents. But the online world poses many hidden and overt harms that young people didn't have to face ten years ago.

In a [stem4 survey](#) of 1,025 young people, nine in ten said they had been scared by content online. They were worried about; disinformation, misinformation and fake news, by online scams and fraud, online bullying, and sharing of sexual images.

58% said they would avoid using search engines or apps if they knew they had the potential to cause them harm.

Access downloadable resources, social media pack and assembly pack and the guide "How to #ControlYourScroll: A Guide For Young People" for tips and tricks on how to look after your mental health in a digital age. Resources can be accessed from stem4: [Youth Mental Health Day - stem4](#)

There are also apps to help teenagers manage self-harm, self-esteem, symptoms of anxiety, low mood and depression, as well as an app to help families and friends provide mental health support : [Apps - stem4](#)



World Mental health day 10th October

Theme for 2024 is **"It is time to Prioritise Mental Health in the Workplace"**



The theme highlights the importance of addressing mental health and wellbeing in the workplace, for the benefit of people, organisations, and communities.

Tea and Talk for World Mental Health Day resources can be downloaded at: [Tea & Talk for World Mental Health Day | Mental Health Foundation](#). There are ice breaker ideas to get the conversation going, such as describe how you feel today using a colour – a great way to express our feelings when we might not have the right words. There are Breathing exercises as well as Talking tips - thinking about time and place, listening and letting others share as much as they want – you don't have all the answers and don't change the way you treat them. [MHF TT Talking Tips Resource.pdf \(mentalhealth.org.uk\)](#) Mental health myths: [MHF TT Mental Health Myths Resource.pdf](#) Quizzes and games [Tea & Talk for World Mental Health Day | Mental Health Foundation](#)

International Stress Awareness week 4th-8th November

Resource from Anna Freud for primary school children helps to introduce the concept of stress and how to cope with it [Understanding stress – YoungMinds & Beano : Mentally Healthy Schools](#)



helping children to understand what stress can feel like, how it affects our emotions and our bodies, helpful things that they can do to combat stress. They also have advice and guidance for school staff to help deal with stressful situations. [How to handle stress: teachers & education staff : Mentally Healthy Schools](#) Interactive stress container tool for staff help to understand how we experience stress and learn to address our stress levels [Interactive stress container tool for staff : Mentally Healthy Schools](#)

World Kindness Day 13th November 2024 How to be kinder to people and why it's good for your wellbeing. Professor Robin Banerjee, psychologist at University of Sussex conducted a study of kindness, **The Kindness Test**, run in partnership with BBC Radio 4. One of the things confirmed is that kindness is actually very common and that most of us give and receive it regularly.

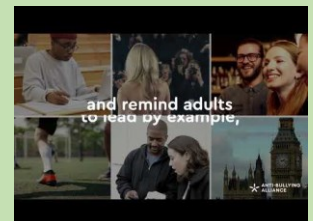
So for this year's World Kindness Day BBC Bitesize looked at how The Kindness Test showed different ways in which kindness is linked to wellbeing. Some of them may surprise you! Check it out at: [World Kindness Day 2024: 5 ways kindness can help your wellbeing - BBC Bitesize](#)



National Literacy Trust have partnered with Penguin Random House UK and Charlie Mackesy to create KS1/P2-3 and KS2/P4-P7 cross-curricular literacy and PSHE resources. [World Kindness Day | The Boy, the Mole, the Fox and the Horse | National Literacy Trust](#)



'Choose Respect' is the theme for **Anti-Bullying Week 2024 taking place from 11th to 15th November.**



[Anti-Bullying Week 2024: Choose Respect \(youtube.com\)](#)

The campaign will include Odd Socks Day supported by CBBC and CBeebies star Andy Day and his band Andy and the Odd Socks on Tuesday 12th November. Look out for Andys latest anti bullying song for 2024: [Andy and the Odd Socks \(anti-bullyingalliance.org.uk\)](#)

Down load a schools pack from anti-bullying alliance [Odd Socks Day 2024 School Pack 0.pdf \(anti-bullyingalliance.org.uk\)](#) [School Resources \(anti-bullyingalliance.org.uk\)](#)

Odd socks day resources for EYFS, KS1, lower and upper KS2, and even KS3. [Top 5 Odd Socks Activities for Odd Socks Day - Twinkl](#)

Childrens Grief Awareness Week runs from 18th-24th November this is a chance to be more mindful and aware of the impact bereavement can have on children and young people. More information can be found here: [Children's Grief Awareness Week \(childhoodbereavementnetwork.org.uk\)](#) Find support locally by searching here: [Finding support local to you \(childhoodbereavementnetwork.org.uk\)](#) There are tips from other children and



young people along with suggestion of websites [For young people: if you have been bereaved \(childhoodbereavementnetwork.org.uk\)](https://childhoodbereavementnetwork.org.uk) Support for schools can also be found [For schools \(childhoodbereavementnetwork.org.uk\)](https://childhoodbereavementnetwork.org.uk)



3rd December is **International day of people with disabilities**.

The Day aims to promote an understanding of disability issues and mobilise support for the dignity, rights and well-being of persons with disabilities. Twinkl have resources [International Day of Persons with Disabilities 2024 - Twinkl](#)



Training and Learning Opportunities



CPD-certified Mental Health Champions - Foundation programme.

Free, online mental health training will provide you with a deeper understanding of children's mental health. Whether you're learning about it for the first time or refreshing your current knowledge.

Programme aims to:

- enhance understanding of children and young people's mental health in school staff, trainee teachers and youth groups
- introduce approaches that support positive wellbeing in schools, colleges and communities.

The course is suitable for people working with children and young people of any age. [Children's mental health training course \(place2be.org.uk\)](https://place2be.org.uk)



MindEd hub, includes a list of **500+ free** to access elearning sessions, written and created by experts.

Aimed at equipping professionals and parents/carers with evidence-based information about children, young people, adults, and older people's mental health. Topics covered for children and young people include Adverse childhood experiences, counselling, suicide and self harm prevention, sleep problems to name a few. There are also sessions supporting mental and emotional health of adults too. For more details access MindEd Hub at: [minded brochure \(mindedhub.org.uk\)](https://mindedhub.org.uk)





Guidance: Improving the mental health of babies, children and young people: a framework of modifiable factors

The mental health of babies, children and young people (BCYP) influences their future mental health, as well as their current and future physical health, affecting their wider life chances and outcomes. The early part of the life course, from birth to young adulthood (0 to 25 years), provides important opportunities for promoting and protecting mental health. [Improving the mental health of babies, children and young people: a framework of modifiable factors](https://www.gov.uk/government/publications/improving-the-mental-health-of-babies-children-and-young-people-a-framework-of-modifiable-factors) - GOV.UK (www.gov.uk)



Worrying decline in adolescents' mental and physical health researchers from University of Kent conducted research as part of the Health Behaviour of School Age Children Survey for England has found that young people are less healthy and satisfied with their lives than in previous years.

Amongst its key findings:

- The mental and physical health of those aged 11-15 years old is declining, with wellbeing falling especially among girls.
- Healthy eating habits were found to be declining, with only half of young people claiming to eat breakfast regularly and nearly a quarter never eating breakfast. Less than half of young people reported eating fruit and vegetables daily.
- Whilst physical activity had slightly increased amongst boys from 2018 to 2022, it remains low with only 21% meeting the WHO target for physical activity. The percentage of girls meeting the target remains at just 12%.

[Worrying decline in adolescents' mental and physical health](https://www.kent.ac.uk/news-centre/news/worrying-decline-in-adolescents-mental-and-physical-health) - News Centre - University of Kent



**DAY IN THE
LIFE OF...**

Autism Inclusion Enhanced Communication Support Worker

Q - Hi, tell me about a typical day in your work life.

A - Well, I don't really have a typical day! As part of a small team within a bigger team, I offer a 6-week input which provides 1 cycle of assess, plan, do, review. On top of this I also write information sheets, write, plan and deliver training packages for school staff.

So typically, on any 1 day I could be doing any combination of these things...

- Assess - I read the pupil file - diagnosis paperwork, EHCP, conduct a pre-input observation prior to take up, liaise with the enhanced co-ordinator and conduct a take up meeting.



- Assess - Observation stage - here I would collect data, build relationships with staff, parents and child, use screening tools to share with Occupational and Speech and Language Therapists (OT and SALT), complete a sensory audit and get to know the child, school staff and routines.
- Plan - Here I would write my Areas of Focus report and share this with staff and parents, considering how my recommendations could be implemented. I try to reassure staff that this is manageable and that we will work together. I also create resources and trial strategies, liaise with outside agencies and keep my team updated on progress.
- Do - This is when I begin to implement strategies, modify and adapt the environment and introduce appropriate reasonable adjustments. I also create bespoke proactive plans, re-integration plans, risk assessments and personalised timetables to name a few. I might contact the Educational Psychology Service for specific advice and liaise with the SEND team. At this point, I conduct joint observations with OT, SALT and AIT caseworkers.
- Review - I write a Final Report, conduct a feedback meeting with staff, parents and AIT caseworker. This involves sharing positives, discussing next steps and handing back to the main team caseworkers.

Q - Gosh, that's a lot! So can you tell me about yesterday then?

A - I arrived at school to begin my enhanced input. I had already read all other advice and reports provided by the multidisciplinary team around the child and gained parent and key staff views (pupil voice would be captured as part of this process too). I was prewarned that staff may be feeling very overwhelmed and hoping that the input would help as the pupil was at crisis point and at risk of exclusion.

As I walked through the doors, it was apparent that the child was already in distress, and I realised that I needed to give some immediate advice despite it being the observation stage. Following de-escalation and support, I was able to carry out my detailed observations, consider what was already working well, collect data and try to see the world through the child's eyes. By the end of the day, staff were keen to ask what my advice would be, and I reminded and reassured them that this was just a snapshot and that I would be continuing my observations tomorrow.

As I recorded my notes, I reflected on the day's events and reviewed the data that I had collected. Although there was clearly lots to do, I felt confident I could make a difference to this little person's life.

Thank you for sharing a day in your life, it's really interesting to hear!

If you would like to share a day in your life please contact sandra.webb@staffordshire.gov.uk



Useful helplines and websites

Childnet: Provides [online information](#) for parents around supporting children with gaming at different ages.

Parents can [download their Family Agreement template](#) and find tips on using it with their family.

The Mix: Offers online information as well as helpline support to under-25s about anything that's troubling them.

Email support is available via their [online contact form](#).

Free [1-2-1 webchat service](#) and telephone helpline available.

Opening times: 4pm - 11pm, seven days a week [0808 808 4994](#)

Childline: If you're under 19 you can confidentially call, chat online or email about any problem big or small.

[Sign up](#) for a free Childline locker (real name or email address not needed) to use their [free 1-2-1 counsellor chat](#) and email support service.

[Can provide a BSL interpreter](#) if you are deaf or hearing-impaired.

Hosts [online message boards](#) where you can share your experiences, have fun and get support from other young people in similar situations.

Opening times: 24/7 [0800 11 11](#)

Tellmi

Formerly known as MeeToo. A free app for teenagers (11+) providing resources and a fully moderated community where you can share your problems, get support, and help other people too.

Can be downloaded from [Google Play](#) or [App Store](#).



Below is a summary of who can access which service

Emotional Health & Wellbeing Service (Action for Children)	C&YP with mild to moderate emotional / behavioural difficulties around emotional wellbeing C&YP aged 5-18 (up to 25 for those with EHCPs / Care Experienced within Staffordshire, excl. Stoke-on-Trent)
South Staffordshire CAMHS (MPFT)	Supports children and young people living up to age 18 in South Staffordshire (South Staffordshire includes Cannock, East Staffordshire, Lichfield, Stafford, South Staffordshire, and Tamworth). Self-referrals are welcome (the consent of a parent or carer will be required for children under 12, or those 12 and over with a special education need or learning disability).
North Staffordshire CAMHS (NSCHT)	Supports children and young people living up to age 18 in North Staffordshire (North Staffordshire includes Staffordshire Moorlands and Newcastle-under-Lyme) Online referrals and self-referrals are welcome (the consent of a parent or carer will be required for children under 12, or those 12 and over with a special education need or learning disability).
Mental Health Support Teams in Schools	C&YP with mild to moderate difficulties, focussing particularly on low mood, anxiety, and behavioural difficulties. C&YP aged 5-18 *within Newcastle-under-Lyme, Staffordshire Moorlands, Stoke-on-Trent, Burton & Uttoxeter, Stafford, Cannock Chase, Tamworth, Lichfield *Participating schools only

thank you to our partners:



We love to hear your feedback, especially if you have shared websites or resources from Kind Minds with Children and Young people: what have you/they found useful? Please ensure any feedback from children and young people is anonymised.

Maybe you have something you would like to share that you find helpful to support Children and Young peoples' Mental health and emotional wellbeing.

Drop us a line at sandra.webb@staffordshire.gov.uk





54321 SENSES

LOOK AROUND THE SPACE YOU ARE IN. CAN YOU

NOTICE:

- 5 THINGS YOU CAN SEE
- 4 THINGS YOU CAN TOUCH
- 3 THINGS YOU CAN TASTE
- 2 THINGS YOU CAN SMELL
- 1 THING YOU CAN HEAR

For more self-help tips and strategies, scan the QR code to visit our website

BOX BREATHING

IMAGINE YOU ARE DRAWING A SQUARE WITH YOUR FINGER IN THE AIR. AS YOU DRAW THE FIRST SIDE OF THE SQUARE, COUNT SLOWLY TO 4 AS YOU BREATHE IN AND RAISE AT THE CORNER.



DRAW YOUR RIGHT SIDE AND COUNT SLOWLY TO 4 AS YOU BREATHE OUT, RAISING AT THE CORNER. KEEP AT THE STEPS OVER AGAIN, UNTIL YOU HAVE COMPLETED THE FINAL TWO SIDES OF YOUR BOX AIR.

For more self-help tips and strategies, scan the QR code to visit our website

BUBBLE BREATHING

IMAGINE YOU HAVE A MAND TO BLOW BUBBLES. TAKE A DEEP BREATH IN THROUGH A YOUR NOSE.



SLOWLY BREATHE THROUGH YOUR MOUTH AS THOUGH YOU ARE BLOWING A BUBBLE THROUGH YOUR NOSE. MAND.

REPEAT THIS AS MANY TIMES AS YOU NEED UNTIL YOU FEEL CALM AND RELAXED.

For more self-help tips and strategies, scan the QR code to visit our website

TENSE AND RELAX MUSCLE RELAXATION

TENSE, HOLD AND RELEASE THE DIFFERENT MUSCLES IN YOUR BODY, STARTING WITH YOUR FEET. TRY TO TENSE EACH MUSCLE FOR FIVE SECONDS ON THE BEST RESULTS.

IT IS BEST TO DO THIS TECHNIQUE WHILE YOU ARE SITTING OR LYING DOWN CONVENIENT. YOU CAN ALSO CLOSE YOUR EYES IF THIS HELPS.



WHEN YOU WAKE UP THE BODY, SQUEEZE EACH LIMB MUSCLE GROUP FOR FIVE SECONDS THEN GENTLY RELEASE.

TAKE A NEW DEEP BREATH AND NOTICE HOW MUCH CALMER YOU FEEL NOW.

For more self-help tips and strategies, scan the QR code to visit our website

FIVE FINGER BREATHING

USE YOUR POINTER FINGER TO TRACE AROUND THE EDGE OF YOUR FINGERS ON THE OPPOSITE HAND.



AS YOUR FINGER TRACES UP YOUR FIRST FINGER TAKE A SLOW DEEP BREATH IN THROUGH YOUR NOSE AND AS YOU TRACE DOWN THE OTHER SIDE OF YOUR FIRST FINGER TAKE A SLOW DEEP BREATH OUT THROUGH YOUR MOUTH. REPEAT AS YOU TRACE UP AND DOWN YOUR OTHER FINGERS AND AS MANY TIMES AS YOU NEED TO.

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MY CALM SPACE

TAKE SOME DEEP BREATHS AND CLOSE YOUR EYES. IF YOU ARE ABLE TO, IMAGINE YOUR FAVORITE HAPPY OR CALM PLACE E.G. THE BEACH, YOUR BEDROOM OR IMAGINE/ CREATE A NEW PLACE.



THINK ABOUT WHAT YOU WOULD BE ABLE TO SEE, HEAR AND TOUCH. IMAGINE HOW YOU WOULD FEEL IF YOU WERE ACTUALLY THERE. STAY IN YOUR CALM OR HAPPY SPACE AS LONG AS YOU CAN OR NEED TO UNTIL THE NEGATIVE FEELINGS START TO PASS.

For more self-help tips and strategies, scan the QR code to visit our website

SELF-CARE BOX

A PERSONALIZED BOX/ BAG THAT CONTAINS MEANINGFUL ITEMS THAT CAN HELP PROMOTE, GROUND, RELAX OR INCREASE POSITIVE EMOTIONS AND PROMOTE MENTAL/EMOTIONAL RESILIENCE AT HOME.



IT CAN BE USED WHEN FEELING LOW IN MOOD, ANXIOUS/ WORRIED, UPSET OR IN DISTRESS.

FIND A BOX AND FILL IT WITH THINGS THAT MAKE YOU FEEL CALM AND SAFE. WHEN YOU FEEL WORRIED OR UPSET, YOU CAN TURN TO YOUR BOX FOR IDEAS TO HELP.

For more self-help tips and strategies, scan the QR code to visit our website

BELLY BREATHING

BELLY BREATHING CAN HELP YOU TO Cope WITH DIFFICULT EMOTIONS, STAY BE BREATHE DOING SO ANY ON YOUR BACK OR SITTING UP STRAIGHT. REST YOUR HAND ON YOUR BELLY. SLOWLY BREATHE IN THROUGH YOUR NOSE, LETTING YOUR BELLY DRIFT OUTWARD AS AIR GOES IN.



WHEN YOUR BELLY IS FULL OF AIR, HOLD YOUR BREATH AND SLOWLY COUNT TO THREE. SLOWLY BREATHE OUT ALL THE AIR THROUGH YOUR MOUTH. LIKE YOU'RE BLOWING THROUGH A STRAW.

KEEP REPEAT THESE STEPS UP TO 4 TIMES AGAIN UNTIL YOU NOTICE YOU ARE FEELING MORE CALM AND RELAXED.

For more self-help tips and strategies, scan the QR code to visit our website

