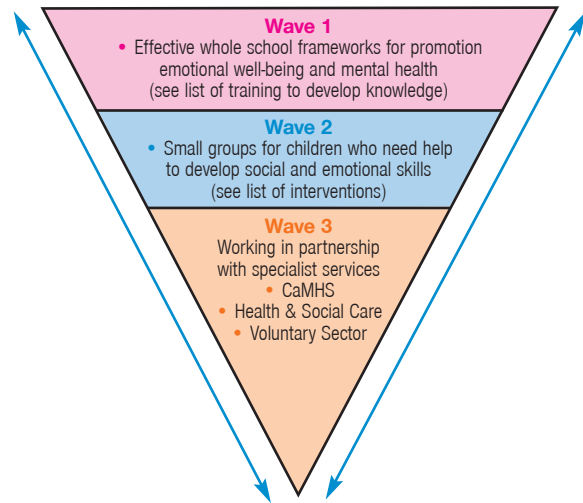


Targeting Mental Health Support

ONE IN TEN (10%) of children 5-16 have a clinically diagnosed mental ill-health disorder

TaMHS Model - A Whole School Approach



Children and young people's Emotional Health

Schools are places of significant influence on children's growth, where they learn about relationships, develop self-esteem and build resilience.

Schools are therefore the logical place for interventions to take place. There is increasing evidence that positive emotional health and educational achievement are intimately linked and emotional and psychological problems can obstruct various aspects of learning.

There is much that schools and partners who work in schools can do to promote the emotional health, and social well-being of the young people in their care.

Help us to help you...

Promote a culture of openness around mental health

- Talk about mental health problems
- Talk about recovery and hope
- See the whole person not the problem!

Getting support at an early stage in experiencing mental ill-health problems has a significant impact on the chances of recovery

How can I get further information or advice?

If you require information about Targeting Mental Health Support

Contact: **TaMHS Support Officer or TaMHS Training Officer**

Telephone: **01743 246899** Email: **tamhs@shropshire.gov.uk**

Or contact **shropshireFIS@shropshire.gov.uk**

Targeting Mental Health Support



What is mental health?

Mental health is as important as physical health and it is important to understand that everyone of us has mental health. As one young person put it:

'It doesn't mean being happy all the time, but it does mean being able to cope with things' ...and knowing what to do and where to go if you are not coping.

Unless a person is feeling mentally healthy, it is difficult for them to have maximum physical health and well being.

Children's mental health and emotional well being is now a priority concern for many people and society as a whole - rather than just specialist services.

Anyone in contact with a child has an impact on that child's mental health and emotional well-being. The challenge is to remember that and to be able to respond if things start to change or go wrong.

Thinkgood Feelgood

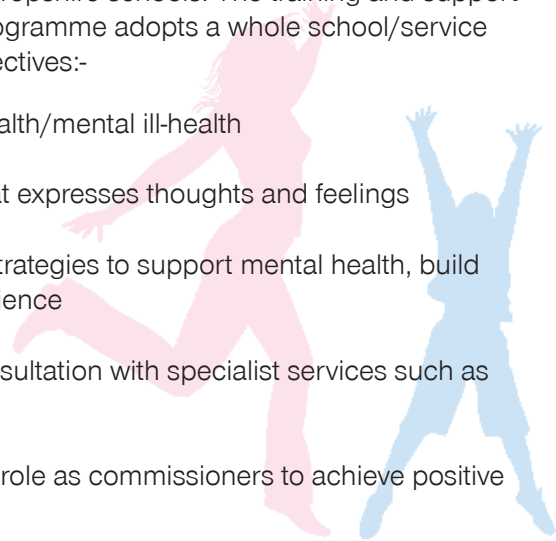
supporting emotional health and well being in schools

www.shropshire.gov.uk

Targeting Mental Health Support

The core aim of 'Think Good, Feel Good' is to develop a whole school approach on emotional health and well-being through the delivery of evidence based training programmes in all Shropshire schools. The training and support extends from 0-19 year olds. The programme adopts a whole school/service approach with the following key objectives:-

- Increase awareness of mental health/mental ill-health
- Develop a common language that expresses thoughts and feelings
- Promotion and development of strategies to support mental health, build confidence self-esteem and resilience
- Improve communication and consultation with specialist services such as CaMHS
- Support schools to develop their role as commissioners to achieve positive mental health outcomes.



Training Programme

Schools and partner agencies are all invited to attend centrally based multi-agency core training on issues such as self harm, suicide prevention, loss and bereavement. This training increases the knowledge base of staff on how to recognise early signs and symptoms of need, how to respond to emotional needs of young people and what to do and say following identification of need. Intervention based training provides resources and structured programmes which staff can deliver within the school setting to support a variety of emotional needs.

The table of interventions (opposite page) shows the whole toolkit of knowledge based and targeted intervention training available as part of the TaMHS core offer. This is an annual programme of training. Additional training for multi-agency teams, professionals and whole staff training for schools is also delivered on a request basis, for example anger management, stress management, lunch time supervisor training. Having access to the complete toolkit of targeted and knowledge based interventions and training would be considered as best practice.

TaMHS Table of Interventions

Intervention training	Programme description	Impact/Outcomes
Anger Management KS1- KS4	8 week peer support (anger)	Pupils to understand triggers of anger, defuse and manage more effectively
Reach for the Top KS1, KS2	6 week one to one, (attachment)	Provide time and space for pupils to talk, to build trust, to feel valued, safe and belong within the school
Signature Strengths KS3, KS4	10 week peer support (Self-Harm)	Using Cognitive Behaviour Therapy and Dialectical Behaviour Therapy to support and manage young people self-harming
No Worries KS1 - KS4	8 week peer support (Anxiety)	Using Cognitive Behaviour Therapy to reduce and manage anxiety
STAR KS3, KS4, KS5	6 week peer support for pre NEEETs pupils or those at risk of not reaching their full potential	To increase aspiration, motivation and confidence
Seasons for Growth KS1- KS4	8 week peer support, using Worden's model of grief	To help pupils manage loss and significant change (e.g. bereavement or divorce)
Lifelines KS1-KS4	One to one support with grief work	Enable young people to move forward following grief
Nurture Group (Boxall profile measure) KS1, KS2, KS3	Classic and adapted nurture groups	Curriculum based sessions for small groups of vulnerable pupils
Relax Kids (KS1-KS2) Chill Skills (KS3-KS4)	Relaxation skills that can be delivered to small groups or whole class	To raise awareness of the importance of relaxation and learning strategies of how to relax
Knowledge and skills based training	Description	Impact/Outcomes
Sociograms KS1- KS4	Assessment and tracking tool	To identify need and track progress of pupils
SUMO (Stop, Understand Move On) KS1- KS4	Whole school resources creating common language to positive thinking	Emotionally healthy whole school culture
Loss and Bereavement KS1- KS4	Theory/models of grief	Raise awareness and confidence in supporting pupils following grief
Self Harm & Introduction to STORM KS1- KS4	Understanding and managing self-injury. Introduction to suicide prevention	Raise awareness of prevalence, dispel myths, how to identify early signs, how to respond and support following a disclosure
Stress Management Staff	Managing staff and pupil stress, including relaxation techniques	Ensure staff are in an emotionally sound place before supporting pupils emotional needs