

Issue 15:
January
2023

'Kind Minds' Newsletter



**Children and young people's mental health and emotional wellbeing
Staffordshire**

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 half-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:



louise.andrews-gee@staffordshire.gov.uk



Attention all Schools! We want to hear from you!



Special Educational Needs and Disabilities (SEND) & Inclusion Hubs aim to provide the right support to children and young people at the right time. Information about the SEND Hubs can be found on Staffordshire Connects here:

[SEND & Inclusion Hubs - support for school staff | Staffordshire Connects](https://www.staffordshire.gov.uk/staffordshireconnects/SEND-and-Inclusion-Hubs-support-for-school-staff)
([staffordshirecares.info](https://www.staffordshire.gov.uk/staffordshireconnects/SEND-and-Inclusion-Hubs-support-for-school-staff))

SEND & Inclusion Local Management Groups (LMGs) are the strategic decision-making bodies who oversee the SEND & Inclusion Hubs in each district.

LMG colleagues across the county are currently working with commissioners to get a clear understanding of needs within each district. This will inform investment both within districts and across the county.



A number of common themes have been identified and we are seeking the views of schools to help us get an up-to-date and more thorough understanding of these. Mental health, emotional wellbeing support and challenging behaviours and aggression are amongst a number of themes which have been identified.

**If you work at a Staffordshire school, please complete the [online survey](#) to have your say!
The survey will close on 5th February 2023.**

The survey allows you to choose as many or as few of the themes to respond to, and so you can focus on those themes which you think are most relevant for your school and local area.

If you have any queries about the survey, please email:



childrenscommissioning@staffordshire.gov.uk



Staffordshire Young People Benefit from Online Peer Support App

TellMi (formally MeeToo) is an award-winning early intervention mental health service. The service delivers fully moderated, evidence-based, anonymous, peer support to young people aged 11-25 years via an app.

The app allows young people to talk with others of a similar age and experience and provide each other with support, advice, empathy and a sense of belonging.

"I wish I could just feel confident in myself all the time"

Anonymous User Post

"Please don't be too hard on yourself. It's important to look after yourself first"

Anonymous User Post

The TellMi directory provides immediate access to 24/7 crisis support services, as well as signposting to further advice, information and local support.

Over 55,000 young people aged 11-25 years use the TellMi app across the UK and it has been approved by the NHS.

In 2021, Staffordshire County Council commissioned TellMi to run a pilot to understand whether the TellMi service would be an effective early intervention to improve the mental health of young people in Staffordshire.

The TellMi Service was made available to young people within sixteen partner schools across Staffordshire, including six Pupil Referral Units (PRUs) and EOTAS (Education Other Than At School) students, with a total reach of 9,859 people. The pilot ran from November 2021 until October 2022.

A range of schools across the county were invited to participate in the pilot. As part of the pilot, they had access to the three core components of the service:

- Engagement activities through schools and the wider community to raise awareness of the TellMi app and encourage usage.
- The pre-moderated, anonymous peer support app.
- Insight reporting to increase understanding of mental health issues.

"I'm very proud of you, that's so good!"

Anonymous User Post



A total of **1,111** young people across Staffordshire used the TellMi app during the pilot. The pilot activity accounted for **587** of these. During the pilot, users asked **1,825** questions and made **2,989** replies to help other young people. These users also received **3,276** messages of support from other young people.

TellMi conducted a survey of app users from the Staffordshire pilot, to understand their experience of using the app, which found:

41%

41% felt less anxious since they started using TellMi.

17%

17% felt less depressed since they started using TellMi.

31%

31% reported self harming less since they started using TellMi.

28%

28% reported that their eating disorder had improved as a result of using TellMi.

22%

22% reported feeling less suicidal since they started using TellMi.

Although the Staffordshire pilot has now finished, the app can still be downloaded for **FREE** from [Google Play](#) and [Apple App Store](#).

Case studies shared by TellMi provide real-life examples of where using the app has supported young people in Staffordshire around issues such as bullying, self-harm, exam-stress and gender identity. They also provide an insight into how young people who have received support go on to offer support to others.

For more information about TellMi, and to download the app, please visit the TellMi website:

<https://www.tellmi.help/>

UPDATE: Action for Children Staffordshire emotional health and wellbeing service



This term Action for Children's Staffordshire Emotional Health and Wellbeing Service have been working with the Families Health and Wellbeing Service (0-19 Service) in Tamworth.

The Tamworth area had been identified as having an increase in self harm and suicidal ideation. Having assessed the needs locally, Action for Children began delivering a prevention programme within primary and secondary schools. This work, so far, comprised of school-based workshops around managing emotions and each of the 120 students who attended the workshops received a wellbeing gift including a wellbeing-themed book, fidget toy, soothing hand cream, mindful colouring book and pencils as well as information about the Action for Children service and our digital offer Silver Cloud.



Referrals and waiting times update

We continue to work hard to reduce our waiting times and get support to children and young people as soon as possible. While our wait times vary depending on the type of support session needed, our current **average** wait times are:

 Referral to assessment: 10.7 days

 Assessment to first intervention: 9 days



Preventative offer - October half term community event

As part of our preventative offer, we held our second community event during October half term. This involved an open invitation to children and young people, and their parents / carers to join us for a day of fun activities that focussed on raising awareness of emotional wellbeing. Almost 200 children, young people and their families attended the event, and it was a great success! We held this event at Brampton and set up a range of activities including:

- Story-telling and useful reading lists, that encourage children to talk about emotions.
- Clinical advice corner, where our psychologists (provided via our partnership with Black County Healthcare NHS Foundation Trust) offered advice and guidance to parents / carers and shared useful resources. This included information about the range of resources and digital interventions hosted on our website:



 <https://www.staffordshire-ewb.actionforchildren.org.uk/>

- Hands-on activities, where we taught children new skills and strategies to help them regulate their emotions including bubble breathing, calm down jars and grounding techniques. Children and young people were able to build their own personal wellbeing toolkit to take home.

Here's just some of the great feedback we received from our community event:



"This was really good and if you are stressed you can just use all the things in your bag"

"I have loads of things to help me at home now"

"I can use my things to help me in the world"

"I liked learning about how to look after myself"

"We had a great day making things to help us feel better"





The Autumn Term Mental Health Leads in Education Network meetings have got the academic year off to a good start.

The Autumn Term meetings, which took place in November, were well attended by colleagues who are mental health leads in schools, post-16 education providers and alternative education providers.



Those who attended heard about the progress of the Integrated Care System Children & Young People Mental Health Improvement Board and the Working Groups who are taking forward the partnership's priorities. The Service Delivery Working Group updated the Network on the work they are doing to map the full mental health and emotional wellbeing offer across the county and city.

Colleagues also heard information about the #TalkSuicide campaign, the work of Mental Health Support Teams in schools and about specific services relevant to their local areas.

As the Network continues to grow, there are also increasing opportunities for colleagues to learn from their peers in other settings. Time is always allocated on the agenda to allow sharing of good practice, ideas and to ask any questions.

Once you are on the mailing list for the Network, you will receive recordings of the meetings and any additional information, resources and presentations that have been shared. This makes sure that you don't miss out, even if you're not able to attend a meeting!

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

 Staffordshire schools / settings: becky.murphy@staffordshire.gov.uk

 Stoke-on-Trent schools / settings: heather.griffiths@stoke.gov.uk

Dates for the rest of the 2022 / 23 academic year:

Date	Time	Districts
Spring Term 2023		
Tues 14 th Feb 2023	07:45 - 08:45	North Staffordshire (Newcastle-under-Lyme, Staffordshire Moorlands) & Stoke-on-Trent
Thurs 16 th Feb 2023	16:00 - 17:00	
Tue 7 th Feb 2023	07:45 - 08:45	South Staffordshire (Cannock, East Staffordshire, Lichfield, Stafford, South Staffordshire, Tamworth)
Thurs 9 th Feb 2023	16:00 - 17:00	



Summer Term 2023

Tue 13 th Jun 2023	07:45 – 08:45	North Staffordshire (Newcastle-under-Lyme, Staffordshire Moorlands) & Stoke-on-Trent
Thurs 15 th Jun 2023	16:00 – 17:00	
Tues 20 th Jun 2023	07:45 – 08:45	South Staffordshire (Cannock, East Staffordshire, Lichfield, Stafford, South Staffordshire, Tamworth)
Thurs 22 nd Jun 2023	16:00 – 17:00	

All meetings will take place via Microsoft Teams. If you are already on the distribution list for these meetings, you will be sent a Teams link to allow you to join the meeting and an agenda nearer the time.

You may have noticed....

We have dropped the word 'Senior' from the title of these meetings. Some colleagues had fed back to say that although they were the mental health lead for their setting, they do not formally sit on their Senior Leadership Team and therefore weren't sure whether or not they could attend.

We want these meetings to be as welcoming and inclusive as possible and wouldn't want any colleagues to be put off by the title! The network is open to everyone within an education setting (whether that is a school, a post-16 education provider or an alternative education provider) who has responsibility for leading on mental health in their setting. **Don't delay - sign up today!**



Start 2023 with a positive step to promote and support mental health & wellbeing

Over 10,000 schools and colleges have now received a training grant, including more than 6 in 10 state-funded secondary schools in England.

It only takes 5 minutes to reserve a £1,200 grant for DfE quality-assured [senior mental health lead training](#) (beginner, intermediate & advanced level courses are available). Apply for your grant before the end of the financial year to include your setting in the list of 10,000 plus schools and colleges that have already benefitted from the training.

Develop your mental health lead's [knowledge and practical skills](#) to embed an effective [whole school or college approach](#) to mental health and wellbeing, including:

- Understanding and identifying mental health and wellbeing needs
- Approaches to plan and lead change to improve your approach
- Developing your setting's universal and targeted support offer
- Strategies to listen to student / pupil voice and develop positive relationships with parents, families and carers
- Approaches to work effectively with community mental health service



The grant can also be used to pay for supply cover to backfill the individual undertaking training, or for further support to sustain your approach to mental health and wellbeing.

You can find blogs written by schools that have undertaken this training [here](#) and [here](#), and a short film from a primary school [here](#).

[Click here to claim your grant now](#)

For more information please visit:

<https://www.gov.uk/government/publications/senior-mental-health-lead-training-grant-funding>

UPDATE: North Staffs Combined CAMHS Referral Process



National data suggests that there has been a sharp rise in mental health needs among children and young people (NHS Digital 2020). In 2017 it was noted that one in nine children / young people would have a mental health difficulty compared with one in six in 2020 (NHS Digital 2020). In North Staffordshire we have seen a steady rise in referrals to our Crisis Care Centre / children and young people (CYP) Hub; in 2021 we saw around 600 referrals a month compared to around 400 referral



a month in 2019. The CAMHS Service offered within the Crisis Care Centre is the single point of access for all CAMHS Services across North Staffordshire, including low to moderate mental health needs. The CYP Hub provides advice, management of referrals into the appropriate pathway of care from low level support to urgent assessment for children and young people who are in crisis. This approach aims to ensure consistency of assessment and clarity of information being made available to families and other internal and external agencies within North Staffordshire.

As part of a recent review into referral processes, a number of actions were identified to support improved access to services and increased response to demand. One of those actions specifically focussed on urgent care and access at the point of referral via the CYP Hub. Whilst the Crisis Care Centre / CYP Hub will continue to act as the single point of access for all referrals, those deemed to be non-urgent / routine will now be sent directly to the relevant community team for assessment, this may include CHANGES and Action for Children. This change to the current pathway will meet the needs of CYP and ensure timelier access to the right team first time. We continue to work with partners to ensure this demand is being responded to sufficiently, with better integration and multi-disciplinary working across all providers will reduce demand into secondary care and ensure CYP are assessed by the right service first time and improve a timelier access to treatment.



Combinations is the new Podcast from Combined Healthcare.

You can listen to all the Podcasts on their webpage here:



<https://www.combined.nhs.uk/combinations/>

The most recent Podcast (Episode 58) is about portal user access stories - including about a mother who made an online referral for her daughter which was responded to in 24 hours and services offered the week after!

You can hear Episode 58 here:



<https://soundcloud.com/nhscombinations/combinations-episode-58-wellbeing-portal-positive-impact-within-schools-and-the-local-community>



Early Years in Mind is a free online network for early years practitioners, provided by the Anna Freud National Centre for Children and Families. The network provides easy to read and easy to use guidance on supporting the mental health of babies, young children and their families.

Find more information and resources, and to join the Early Years in Mind learning network here:



<https://www.annafreud.org/early-years/>



THE SANDBOX RESOURCE ZONE

BUILDING RESILIENCE FOR YOUNG PEOPLE IN SOUTH STAFFORDSHIRE

Our online bank of resources are designed by therapists and shaped by feedback from young people and their families. All resources are free to use and available to share with children, parents and colleagues. Check out our interactive resources including games as well as our downloadable content.

If there is anything you would like but can't find, just drop us an email on nhs-operations@getcerebral.co.uk and we will build it for you!



**SCAN
ME!**





Case study - North Staffordshire Child and Adolescent Mental Health Service (CAMHS)

The following case study was approved by the young person and shared with their consent. The case study details a Multi-Disciplinary Team (MDT) approach to supporting a young person.

Lucas* was referred to the therapy team within North Staffordshire CAMHS. He was referred for therapy to gain support with his anxiety, low mood and low self-esteem.

Lucas engaged in ten sessions with a Trainee Clinical Psychologist, with the support of the supervising Clinical Psychologist and Nurse Prescriber. Lucas stated that his initial goals for therapy were to manage his anxiety in order to attend college and feel better within himself.

Using a [compassion focussed therapy approach](#), a shared formulation was developed to help both the clinicians and Lucas gain an understanding of why these difficulties may be arising and continuing. Throughout the ten sessions, Lucas identified some unhelpful patterns in his thinking, which led to strategies being developed to help change this.

At the end of the ten sessions, Lucas said he had found the therapy sessions helpful and that he felt ready for discharge and to start college the following week. Lucas felt more able to be compassionate towards himself in difficult times and that he felt this would help him cope going forward. Lucas and his parent reported to the Trainee Clinical Psychologist that they were happy they had been able to see change, and that things could and would be different.

The Trainee Clinical Psychologist described in the case study offered their reflection:

"To be a part of Lucas's therapeutic journey was a privilege. The North Staffs CAMHS team empowered me to work collaboratively and creatively to inspire compassion in Lucas, and their wider systems, towards the difficulties that he had experienced and the strategies he had developed to cope and thrive. With this, Lucas and I were able to work together to strengthen these strategies and encourage him to engage in a life more in line with his values. I am grateful to Lucas and to the CAMHS team for the relationships and the learning that this therapeutic experience provided me with".

Update from North Staffs CAMHS:

We are pleased to report we are now running face to face groups again at our Dragon Square base in Chesterton. We have started running our multi-family Dialectical Behaviour Therapy (DBT) group weekly and are looking forward to continuing our group work back together again!

*Lucas is not this young person's real name.



Combined All-Age Wellbeing Portal



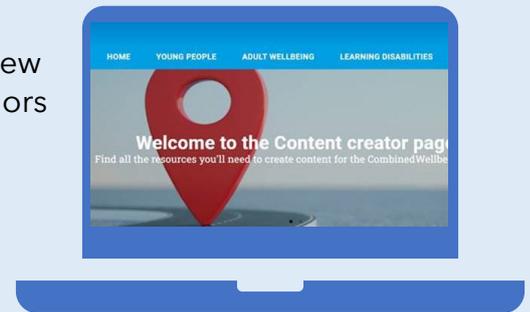
North Staffordshire Combined Healthcare NHS Trust has an online facility for people seeking support and advice for their mental wellbeing.

You will find a range of advice and support on topics such as coping skills, how physical health impacts on mental health and wellbeing, body image and many more.

Please visit the All-Age Portal here: <https://combinedwellbeing.org.uk/>

New Content Creator Page

You will notice that the All-Age Wellbeing Portal now has a new **Content Creator page** which has been designed to help authors to create content for the portal.



The Content Creators page has now launched on the **Professionals** area of the Portal to help authors and reviewers at every stage in the journey. There you'll be able to access lots of resources, including redesigned and more user-friendly content templates and videos by our Digital Clinical Leads. To create content for the Portal, you can visit the website here:

<https://combinedwellbeing.org.uk/content-creator/>

Staffy, our friendly chatbot, is also on-hand to walk you through the process. Staffy can help direct you to the appropriate resources for you by asking you some quick questions and providing tailored advice.

Barnardo's Education Community - supporting staff wellbeing



In order to achieve the best outcomes for children and young people, those who work with them need to be well supported and it is important that their wellbeing is taken seriously. Barnardo's Education Community has a range of information, advice and guidance to support education staff wellbeing here:

<https://www.educators-barnardos.org.uk/>

The Barnardo's Education Community website is currently under development and will be relaunched in January 2023. The new site will include support for staff wellbeing, CPD training and resources, and support for education colleagues to connect with colleagues across the UK.

**Please see the flyer at the end of the newsletter for more information.*





Spotlight On.... Mental Health and Wellbeing: Nether Stowe School



[Nether Stowe School](#) in Lichfield have developed family support for parents and carers whose children are struggling with their mental health and emotional wellbeing.

As shared by Mrs Rachel Chilver, School Mental Health and Wellbeing Lead:

As part of Nether Stowe School's ongoing commitment to student mental health and wellbeing, we developed a mental health survey that went out to all parents and carers in June 2022. We wanted to know what parents and carers thought about the support we offer pupils in school.

The feedback we received was very useful and included suggestions that our school could improve our communication with families about mental health and communicate more about the support we offer in school.

In September 2022, we reached out to parents and carers whose children were struggling with their mental health and emotional wellbeing, particularly if it was affecting their child's attendance at school. We invited parents and carers to attend a monthly coffee morning that we arranged at the local community centre.

Both myself and a colleague use the regular coffee mornings to meet and share information and resources with parents and carers in a friendly and informal setting, where everyone feels more comfortable to talk.

The coffee mornings have been a great success, and as a result all parents and carers were invited to attend a mental health presentation in November, at the end of the school day, to share up-to-date information about supporting young people's mental health. The event was really well-attended, and the school received positive feedback.



We regularly communicate about the targeted programmes Nether Stowe School provides to support our student's mental health and emotional wellbeing. We use letters to parents and carers and there are details about the mental health and wellbeing co-ordinators available on our website.

As a result of working with parents and carers and their feedback, we now run half-termly workshops for parents and carers. Our next workshop will be at the start of February and is around the topic of 'anxiety'.





Spotlight On.... The WHAM Plan

The Wellbeing and Health Action Map (WHAM) Plan is a series of emotional wellbeing sessions designed and delivered by young people, for young people aged 11-18. All resources are designed to allow young people to learn more about their emotional health and wellbeing, how to maintain positive wellbeing, what to do when they start to struggle and how to support other people. All resources, and information about training available to adults and young people, are available at:

<https://staffscvys.org.uk/the-wellbeing-and-health-action-map-plan/>

There are a variety of different topics covered in the WHAM Plan, including:

- What is emotional wellbeing?
- The food-mood connection
- Healthy relationships
- Helping others
- Mindfulness in nature



Peer Led - The WHAM Plan is designed and delivered by young people. Adults are able to support the logistical delivery of the plan (e.g. on-site support, safeguarding etc.) but the content should be delivered by young people.

Youth Led - The WHAM Plan has been designed by young people and reflects what issues they feel are important. The structure of your delivery should be led by young people (e.g. a short course, the order of the sessions, or the sessions that are delivered).

Preventative - The WHAM Plan is preventative rather than responsive and curative. It does not diagnose or offer techniques or treatments for specific, named, mental health conditions. The sessions will provide techniques and activities to reflect on the young person's own mental wellbeing to recognise when they are feeling positive, when they feel they are struggling and how to manage and cope with these emotions.

Accessible and equal - The WHAM Plan is open to all young people, whether they have experienced mental health issues or not. The sessions will teach positive techniques to maintain good mental wellbeing and so will benefit all young people. Having a cohort with a variety of lived experience will provide a diverse range of examples and techniques that the whole group can learn from.

Dynamic - The WHAM Plan is able to change to reflect the needs of young people. We welcome suggestions from young people about what will help them deliver the course, or cover issues that they think are more relevant in their areas.

If you would like more information about training young people in your setting to become wellbeing warriors, please contact:

sean@staffscvys.org.uk



Healthy coping strategies for young people - Seminar



Join us on 26 January for our next Schools in Mind seminar. We'll be exploring the importance of healthy coping strategies for dealing with difficult emotions and sharing practical examples of coping strategies and emotional regulation tools that young people can use. We will also share resources to help education staff introduce these strategies to their students.

This seminar is aimed at all education professionals working with students aged 15 and up, particularly those with a responsibility for mental health. It is also open to education psychologists and allied professionals interested in supporting mental health in secondary schools and FE colleges.

This seminar will take place online via Zoom, on Thursday 26 January 2023, 4.30pm-6pm and is FREE. Book now here:



<https://www.annafreud.org/training/training-and-conferences-overview/online-conferences-webinars-and-events/healthy-coping-strategies-for-young-people/>

New resources for young people, caregivers and professionals to aid understanding of PTSD



New animations, designed with young people for young people, explain the signs of post-traumatic stress disorder (PTSD). These were produced by the UK Trauma Council, which is a project of the Anna Freud Centre, alongside University College London (UCL).

The four animated videos are part of a free series of childhood trauma and PTSD resources. Informed by the latest research the animations show what PTSD looks like and provide useful advice for young people on how to cope with distressing memories, the science around best treatments, and address worries they might have about getting support.

Also in the series is a set of seven training videos for mental health professionals on delivering our best-evidenced treatment for childhood PTSD. The resources aim to improve understanding of PTSD for young people, parents, carers and professionals.

Take a look at these resources here:



<https://uktraumacouncil.org/resources/trauma-and-ptsd>

Parent Mental Health Day - 27 January 2023



Parent Mental Health Day has been established by the charity stem4, which supports teenagers and young adults to build positive mental health.

This year (2023) is the first Parent Mental Health Day and will encourage understanding and awareness of the importance of parent mental health and its potential impact on the whole family system, with the theme 'Balance'. The day aims to get parents and carers to take a moment to reflect on the balance they have in their lives, as well as how they balance looking after their family's mental health and to take steps to make positive change and 'balance out'.

Find out more and download the balance pack here:



<https://stem4.org.uk/parentmentalhealthday/>





Children's Mental Health Week 6-12 February 2023



Children's Mental Health Week 2023 will take place from 6-12 February 2023. This year's theme is **Let's Connect**. Place2Be has free online resources to help you take part in the week, and encourage children (and adults) to consider how we can make meaningful connections that support our mental health.

Place2Be are encouraging people to connect with others in healthy, rewarding, and meaningful ways. There is a video about this:

 <https://www.childrensmentalhealthweek.org.uk/>



School of Kindness - 1 in 6 children have a diagnosable mental health issue, so it's really important to help each other out when we can and to find ways to take care of our minds. One very simple but powerful way to connect with others is through kindness.

You can find lesson plans, covering topics such as the impact of kindness has on our physical and mental health, the importance of self-kindness and how kindness can help us connect with others - designed for key stages 1&2. Find resources here:

 <https://schoolofkindness.org/childrens-mental-health-week-2023>



Anna Freud
National Centre for
Children and Families

Mentally Healthy Schools resources - find quality assured mental health resources, information and advice for schools and further education settings.

Primary resources - more than 1 in 10 primary school aged children aged 5 to 10 has an identifiable mental health condition, that's around 3 children in every class. Find resources here:

 <https://mentallyhealthyschools.org.uk/getting-started/primary/>

Secondary resources - the rates of mental health problems increase as children get older. Almost 2 in 10 students aged 11 to 16 has an identifiable mental health condition. Find resources here:

 <https://mentallyhealthyschools.org.uk/getting-started/secondary/>

Further education resources - the mental health of students is a significant concern for further education settings. 90% of colleges reported an increase in students diagnosed with mental health conditions in the past year. Find resources here:

 <https://mentallyhealthyschools.org.uk/getting-started/further-education/>



Beyond - the youth mental health charity is bringing back the UK's only mental health festival for schools and colleges on 8th February 2023, during Children's Mental Health Week. Now and Beyond is a FREE day of live online workshops for schools and colleges, a resource hub packed full of lesson content and a day of all access live-streamed content with celebrity hosts and young people.

 <https://wearebeyond.org.uk/>





Safer Internet Day - 7 February 2023



Safer Internet Day 2023 will take place on 7 February 2023, with celebrations and learning based around the theme **“Want to talk about it? Making space for conversations about life online”**. Coordinated in the UK by the UK Safer Internet Centre, the celebration sees thousands of organisations get involved to promote the safe, responsible, and positive use of digital technology for children and young people.



UK Safer Internet Centre have free resources for all age ranges, videos and more. Find resources here:

<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2023>



BBC Teach have a Live Lesson on Tuesday 7 February, 11am for 7-11 year olds, available here: <https://www.bbc.co.uk/teach/live-lessons/safer-internet-day-2023-live-lesson/zmkwmbk>



Childnet have a great **Parents and Carers Toolkit**, that offer practical tips and advice on different aspects of keeping children safe online. Find it here:

<https://www.childnet.com/resources/parent-and-carer-toolkit/>

Schools may also find the Childnet **Online Safety Calendar** useful - it offers engaging ways of incorporating online safety advice into the curriculum. Find it here:

<https://www.childnet.com/resources/online-safety-calendar/>



National Online Safety's mission is to make the internet a safer place for children. Schools can join National Online Safety and access a range of resources and support to implement an effective approach to online safety. Find

out more here:

<https://nationalonlinesafety.com/>

You will find three posters produced by National Online Safety at the end of this newsletter - “What parents & carers need to know about TikTok”, “What parents & carers need to know about Instagram”, and “What parents & carers need to know about Amazon Fire Tablets”



NEW: Resource round-up

MindEd for Families



Are you a parent or carer who is concerned about the mental health of your child or teenager? Do you want some hints and tips? **MindEd for Families** has advice and information from trusted experts and will help you understand what problems occur, what you can do to best support your family, and how to take care of yourself. **MindEd for Families** is written by a team of specialists and parents, working together.

Find out more here:

 <https://mindedforfamilies.org.uk/>

Free guides and workbooks for professionals, parents, young people and others interested in mental wellbeing

The Charlie Waller Trust has a range of resources available as free downloads, and some are available as printed copies. Find resources for parents and teachers to support young people during and after exam time, asking for help, Five Ways to Wellbeing, and support with anxiety, depression and more.



Access resources here:

 <https://charliewaller.org/resources/>



Training and Learning Opportunities



Psychological First Aid: Supporting Children and Young People



This training sets out how emergencies affect mental health, and what those who work with children, young people and families can do to help. This includes recognising the common signs of distress across different age groups and identifying who might be at increased risk.

- This training is for school and college staff who help children and young people aged up to 25 years.
- Time investment - one session of between 1 hour 30 mins to 3 hours.
- Access this training by visiting:

<https://www.futurelearn.com/courses/psychological-first-aid-for-children-and-young-people>





MindEd e-learning resource

MindEd is a free e-learning resource, funded by Health Education England, the Department of Health and Social Care and the Department for Education, aimed at equipping professionals and members of the public with evidence-based information about children, young people, adults and older people's mental health.

Learning from MindEd is applicable across health, social care, education, criminal justice and community settings, and e-learning is aimed at anyone from beginner through to specialist.

The MindEd Session Brochure is the complete guide to the topics featured on the MindEd hub, including a list of their 500+ free-to-access e-learning sessions, written and created by experts.

Visit:

https://mindedhub.org.uk/media/quvlpqkv/minded_brochure_a4_r6.pdf

Schools in Mind Seminars



The Anna Freud National Centre for Children and Families are pleased to be rolling out a new series of free seminars for education staff, focussing on a broad range of topics relating to mental health and wellbeing.

These seminars are held online as live events, and once they have taken place they are uploaded as videos so that those who did not attend can still watch them. Seminars available to watch include:

- Supporting student's mental health through everyday interactions in school settings
- Understanding emotionally-based school avoidance
- Building a whole-school approach to anti-racism
- An introduction to traumatic bereavement

Find out more here: <https://www.annafreud.org/schools-and-colleges/resources/schools-in-mind-seminars/>





A project of



New FREE Training: Practical approaches to improving mental health and wellbeing support

Child Outcomes Research Consortium (CORC) have been partners on the [HeadStart Programme](#) since its inception. The programme took a 'test and learn' approach, and strategic investment from The National Lottery Fund allowed theory, research and best practice to be applied in interventions and approaches in six local areas. From these learnings, CORC have developed a set of training to share with school staff and local leaders of mental health and wellbeing.

These learnings are available online and in person across the date options below.

Local Leaders FREE Training: Topics covered in the training include: student engagement and voice; supporting parents; multi-agency approaches; working with the wider community; sustaining transformation. You can find further details here:

[Thursday 26th January 2023 \(9.00am to 1.00pm\) - online](#)

[Thursday 16th February 2023 \(9.00am to 1.00pm\) - online](#)

[Thursday 23rd February 2023 \(9.00am to 1.00pm\) - online](#)



Evidence Library

COMMISSION
ON
YOUNG LIVES

"Heads Up; Rethinking mental health services for vulnerable young people"

The fourth Commission On Young Lives thematic report warns that post-Covid children's mental health services are buckling under pressure and putting vulnerable young people at greater risk of exploitation, serious violence and abuse.

The report recognises how some children's mental health services have widened the support they provide following increased investment and highlights the positive work being done by many organisations, charities and community groups to provide support to children with mental health problems.

Visit the Commission On Young Lives website and download the report here:

<https://thecommissiononyounglives.co.uk/commission-on-young-lives-warns-post-covid-childrens-mental-health-services-are-buckling-under-pressure-and-putting-vulnerable-young-people-at-greater-risk-of-exploitation-serious-violence-and-abus/>



New briefing: Evaluating programmes to support pupil mental health and wellbeing - examples from schools and colleges working with the Mercers' Company



A new briefing from the Evidence Based Practice Unit and Child Outcomes Research Consortium (CORC) describes an approach to evaluating support for mental health and wellbeing delivered in educational settings. Produced as part of the Mercers' Company Wellbeing Evaluation Programme, the briefing includes practical steps to facilitate evaluation as a means to provide better support.

Three evaluations that have adopted this approach are presented as case studies.

Download the briefing here:

https://www.ucl.ac.uk/evidence-based-practice-unit/sites/evidence_based_practice_unit/files/mercerssynthesisreport_final.pdf

Dates for your diary – mental health and wellbeing celebration days



January	January 2023	New year, new term
	Friday 27 th January 2023	Parent Mental Health Day Theme: "Balance"
February	February 2023	LGBTQI+ History Month 2023 Theme: "Celebrating and uplifting the LGBTQI+ community"
	6 th -12 th February 2023	Children's Mental Health Week 2023 Theme: "Let's Connect"
	Tuesday 7 th February 2023	Safer Internet Day 2023 Theme: "Want to talk about it? Making space for conversations about life online"
March	Wednesday 1 st March 2023	Secondary / post primary school places offered (offer day) (England) – resilience and coping with change
	Wednesday 8 th March 2023	International Women's Day 2023 Theme: "#EmbraceEquity"
	Friday 17 th March 2023	World Sleep Day 2023 Theme: Link between sleep and mental health and good sleep hygiene
	Friday 31 st March 2023	International Transgender Day of Visibility Theme: Celebrating transgender people and their contributions to society



Feeling Confused? Below is a summary of who can access which service (of those featured above):

TellMi app	Children and young people aged 11-25 years old. Safe, anonymous app, moderated peer support and specialist support available and integrated signposting to direct young people to local services.
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 / 'looked after' 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).
The Cerebral Sandbox	Online service for children and young people aged between 5 and 18. Website content, livestreams and Resource Zone open to all. 1:1 therapy and iCBT available for children and young people living in South Staffordshire (South Staffordshire includes Cannock, East Staffordshire, Lichfield, Stafford, South Staffordshire and Tamworth). Anyone can self-refer using sign-up buttons.

Thank you to our partners:



Supporting
Mental Health
and Wellbeing
across Education



Barnardo's Education Community

A FREE ONLINE PLATFORM FOR ALL UK EDUCATION STAFF



Staff wellbeing
for you & your team



CPD & Training
for education staff



Resources for staff to support
the mental health & wellbeing
of children & young people



Communities of Practice
to support each other



Information about
Barnardo's MHWB
Services in education

Website:

www.educators-barnardos.org.uk

Email:

BECommunity@barnardos.org.uk

Twitter:

[@BarnardosEduCom](https://twitter.com/BarnardosEduCom)



What Parents & Carers Need to Know about

TIKTOK

AGE RESTRICTION
13+

(certain features are restricted to over-18s only)

TikTok is a free social media platform that lets users create, share and watch short videos ranging anywhere from 15 seconds to 10 minutes in duration. The app gained notoriety for its viral dances, trends and celebrity cameos and can be a creative, fun platform for teens to enjoy. Now available in 75 languages, it has more than a billion active users worldwide (as of spring 2022) and is most popular with the under-16 age bracket. In fact, a 2022 Ofcom report found TikTok to be the most-used social media platform for posting content, particularly among young people aged 12 to 17.

WHAT ARE THE RISKS?

AGE-INAPPROPRIATE CONTENT

While TikTok's "Following" feed only displays videos from users someone follows, "For You" is a stream of clips based on their previously watched content. Most videos on a child's "For You" feed will therefore be light-hearted and amusing, but it could potentially surface something unsuitable. TikTok's guidelines prohibit the sharing of illegal or inappropriate content, but the sheer volume of uploads mean they aren't manually monitored and vetted.

18

CENSORED

DANGEROUS CHALLENGES

Due to TikTok's immense popularity, some young people have unfortunately been influenced by videos challenging them to perform harmful, criminal or even deadly acts. One extreme example was the 'blackout' trend, which encouraged users to hold their breath until they passed out from a lack of oxygen. It led to two families filing lawsuits against TikTok over the tragic deaths of their children.

CONTACT WITH STRANGERS

With around 1.1 billion users globally, the potential for contact from strangers on TikTok is high – especially as accounts created by over-16s (or youngsters using a false date of birth) are set to public by default. This not only means that someone's profile is visible to everyone else on the app; it also lets their videos be suggested to others and enables anyone to comment on them or download them.

IN-APP SPENDING

TikTok is free, but users have the option to buy TikTok coins, which can be used to purchase emojis in the app. These emojis are then sent as rewards (retaining their monetary value) to other users for videos they've created. Coin bundles range from £9.99 to an eye-watering £99; TikTok's policy is that they can't be bought by under-18s, but it's possible to bypass this with a fake birthdate.

ADDICTIVE NATURE

Like all social networking platforms, TikTok can be addictive: figures show that young people are investing increasing amounts of time in it. In the UK, children with TikTok spend an average of 102 minutes per day on the app, versus 53 minutes on YouTube. This compulsive repeated use can interfere with their sleep patterns – leading to irritability – and distract them from other activities.

TIKTOK NOW

Introduced in late 2022, the 'TikTok Now' feature lets users post a daily video or photo at the exact same time as their friends. Users receive a synchronised notification at a random time of day, giving them three minutes to take a video or real-time photo. This addition can not only be a distraction to young people but could lead to them inadvertently sharing private content such as their location.

Advice for Parents & Carers

ENABLE FAMILY PAIRING

Family Pairing allows parents to link their TikTok account with their child's and control their settings remotely. Parents can then, for example, turn on Restricted Mode (reducing the chances of a child seeing inappropriate content); set screen time limits; and manage their child's ability to send messages (and to whom). Children can't alter these settings without parental approval.

MAKE ACCOUNTS PRIVATE

Although under-16s will have their TikTok account set to private by default, bypassing this setting is relatively easy. However, parents have the ability to manually set their child's account to private – meaning that their videos won't be visible to strangers and they won't be able to exchange messages with people who aren't on their friends list.

LIMIT IN-APP SPENDING

If your child is using an iPhone or Android device to access TikTok, you can alter the settings to prevent them from making in-app purchases. We'd recommend that you enable this feature, as it's quite easy for a young person – without realising what they're doing – to spend a significant amount of real money buying TikTok coins so they can unlock more features of the app.

DISCUSS THE DANGERS

If your child wants to use TikTok and you're happy for them to do so, it's crucial to talk about the potential risks in this type of app. For example, ensure they understand not to share any identifying personal information – and that they realise they could be exposed to inappropriate content. Thinking critically about what they see on TikTok can help children become generally more social media savvy.

READ THE SIGNS

If you're concerned that your child might be spending too much time on TikTok, or that they've been emotionally affected by something inappropriate or upsetting that they've seen, it's important to know how to spot the possible signs. Increased irritability and a lack of concentration are potential red flags, as are failing to complete homework or regularly not eating meals.

Meet Our Expert

Carly Page is an experienced technology journalist with a track record of more than 10 years in the industry. Previously the editor of tech tabloid *The Inquirer*, Carly is now a freelance technology journalist, editor and consultant.



NOS
National
Online
Safety
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What Parents & Carers Need to Know about INSTAGRAM

AGE RATING

13+

follow

WHAT ARE THE RISKS?

Instagram is one of the most popular social media platforms in the world, with over 1 billion users worldwide. The platform allows users to upload images and videos to their feed, create interactive 'stories', share live videos, exchange private messages or search, explore and follow other accounts they like - whilst at the same time continuously updating and adding new features to meet the needs of its users.

ADDICTION

Many social media platforms are designed in a way to keep us engaged on them for as long as possible. There's a desire to scroll often/more in case we've missed something important or a fear of missing out. Instagram is no different and young people can easily lose track of time by aimlessly scrolling and watching videos posted by friends, acquaintances, influencers or even strangers.

PRODUCT TAGGING

Product tags allow users (particularly influencers who are sponsored to advertise products) to tag a product or business in their post. This tag takes viewers, regardless of age, directly to the product detail page on the shop where the item can be purchased and where children may be encouraged by influencers to purchase products they don't necessarily need.

EXCLUSION AND OSTRACISM

Young people are highly sensitive to ostracism. Feeling excluded can come in many forms such as: not receiving many 'likes', not being tagged, being unfriended, having a photo untagged, or not receiving a comment or reply to a message. Being excluded online hurts just as much as being excluded offline - with children potentially suffering lower moods, lower self-esteem, feeling as if they don't belong or undervalued.

PUBLIC ACCOUNTS

Product tagging on Instagram only works on public accounts. If your child wants to share their clothing style, make-up etc and tag items in a post then they may be tempted to change their settings to public, which can leave their profile visible to strangers.

GOING LIVE

Live streaming on Instagram allows users to connect with friends and followers in real-time and comment on videos during broadcast. Risks increase if the account is public because anyone can watch and comment on their videos, including strangers. However, other risks include acting in ways they wouldn't normally or being exposed to inappropriate content or offensive language.

INFLUENCER CULTURE

Influencers can be paid thousands of pounds to promote a product, service, app and much more on social media - the posts can often be identified because they state they're a 'paid partnership'. Ofcom found that young people often attempt to copy-cat influencer behaviour for their own posts to gain likes, sometimes posting content which may not be age-appropriate.

UNREALISTIC IDEALS

Children compare themselves to what they see online in terms of how they look, dress, their body shape, or the experiences others are having. The constant scrolling and comparison of unrealistic ideals can lead to children feeling insecure about their own appearance, questioning how exciting their own lives are and having a fear of missing out.

Advice for Parents & Carers

HAVE OPEN DIALOGUE

Talk to your child about live videos and the risks involved and how they can do it safely with family and friends. Talk to them about ensuring they have safety settings on so only followers can view them live, and maybe help them prepare what they would say when they do go live.

REMOVE PAYMENT METHODS

If you're happy for your child to have a card associated with their Instagram account, we suggest adding a PIN which needs to be entered before making a payment. This can be added in the payment settings tab and will also help prevent unauthorised purchases.

USE MODERATORS

Instagram has launched 'live moderators' on Instagram live where creators can assign a moderator and give them the power to report comments, remove viewers and turn off comments for a viewer. It's recommended to keep devices in common spaces so that you are aware if they do go live or watch live streaming.

FAMILIARISE YOURSELF

Instagram is one social media app which has its safety features available to parents in a user-friendly manner. The document provides examples of conversation starters, managing privacy, managing comments, blocking and restricting and can be found on the Instagram website > community > parents.

FOLLOW INFLUENCERS

Following influencers will allow you to monitor what they're sharing as well as being able to discuss anything which you deem inappropriate. Talk to your child about who they follow and help them develop critical thinking skills about what the influencer is trying to do. For example, are they trying to sell a product by promoting it?

BE VIGILANT AND REASSURE

Talk to your child about the use of filters. While they can be fun to use they don't represent the real them. If you find your child continuously using a filter, ask them why and reassure them that they are beautiful without it to build up their feelings of self-worth. Discuss the fact that many images online are filtered and not everyone looks 'picture perfect' in real life, which can also lend itself to discuss what is real and not real online.

MANAGE LIKE COUNTS

Due to the impact on mental wellbeing, Instagram has allowed users to change the focus of their experiences online away from how many likes a post has by hiding the like counts. Users can hide like counts on all the posts in their feed as well as hiding the like counts on their own posts. This means others can't see how many likes you get. This can be done by going into settings > notifications > posts > likes > off

BALANCE YOUR TIME

Instagram now has an in-built activity dashboard that allows users to monitor and control how much time they spend on the app. Users can add a 'daily reminder' to set a limit on how much time they want to spend on Instagram, prompting them to consider if it's been too long with a 'take a break' message. There's also the option to mute notifications for a period of time. These features can help you have a conversation with your child about how much time they are spending on the app and to set healthy time limits.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant at BCyberAware. She has developed and implemented anti-bullying and cyber safety workshops and policies for schools in Australia and the UK. Claire has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviours of young people in the UK, USA and Australia.



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Sources: <https://about.instagram.com/blog/announcements/introducing-family-carer-and-supervisor-tools> | <https://about.instagram.com/en-us/blog/posts/2019-03-20-introducing-family-carer-and-supervisor-tools> | <https://about.instagram.com/blog/announcements/introducing-reels-and-shop-tabs>

What Parents & Carers Need to Know about AMAZON FIRE TABLETS

The Amazon Fire Tablet is a popular choice: not only are Amazon's own-brand devices more affordable than most other tablets on the market, but some models are designed specifically for youngsters (the Fire 7 Kids, Fire 8 HD and Fire HD 10 are aimed at ages 3-7, for example, while the 'Pro' range is geared toward 6 to 12-year-olds). Fires come with access to a wealth of entertaining content, from child-friendly TV shows and videos to age-appropriate games and ebooks.

WHAT ARE THE RISKS?

STORAGE ISSUES

Many parents have bemoaned the Amazon Fire's relative lack of storage space. Fires ship with either 16GB or 32GB of memory, so if your child gets busy downloading books, games and videos, they'll quickly run out of room. You could invest in an SD card for extra storage (especially if multiple youngsters are sharing the device), so it's worth factoring in this possible additional expense.

GETTING LOCKED OUT

If your child unsuccessfully attempts to bypass your security PIN code (to access the Fire's parental controls settings, for instance) too many times, this could easily result in them being locked out of their device – and, arguably even worse, you being locked out of your Amazon or Kindle account. If this happens, the Amazon support team will be able to help you regain access.

POTENTIAL ADDICTION

Like most digital technology, Amazon Fires and their child-friendly content tend to be highly engaging to young users. You might find your child often spending hours staring at their tablet, leading to irritability when asked to put it down. It may be a wise move to adjust the built-in screen time settings so you can control exactly how long they're able to spend on the device each day.

'ASSISTANCE' FROM ALEXA

Though the Amazon Fire's parental controls are comprehensive and allow you to limit access to age-inappropriate content, your child could still potentially bypass those restrictions using Alexa, Amazon's built-in AI assistant. We recommend that you switch off this functionality altogether by toggling Alexa to 'off' in the Settings menu.

FAULTY OLDER MODELS

Back in 2016, Amazon announced a product recall of the Amazon Fire 7 and Kids' Edition power adapters, due to a fault which caused an increased risk of electrical shock. This is no longer an issue on newer models of the Fire tablet, but it's unquestionably worth remembering if you're thinking about picking up a second-hand device for your child.

Advice for Parents & Carers

REGISTER ON YOUR ACCOUNT

Before your child uses their Fire, you'll need to register it to an Amazon account. Rather than having to set up a dedicated Amazon account for them, Amazon's 'Household' feature simply lets you add a separate profile to your own account. (In-app purchases and Amazon store access are set to 'off' by default on child accounts, so young ones can't buy anything on their Fire without the password.)

CONSIDER A CODENAME

When you add a child profile on a Fire, you can select an image to represent your child and then enter their name, gender and date of birth. To keep things extra secure, you might want to consider using a codename for your child's profile – keeping their real name private from Amazon or anyone else who might ever get access to the account.

FILTER SHARED CONTENT

You'll also be asked during the set-up process whether you want the Amazon Fire to be able to share any digital content that you've already purchased. We advise selecting 'For Kids' at this point, as this will only show the family-friendly books or videos in your content library, as opposed to any movies, shows or audiobooks you might have downloaded that aren't suitable for little ones.

SET A PASSWORD OR PIN

You'll also be prompted to set a lock screen password or PIN. This is recommended to prevent your child from accessing device settings, browsing the internet, trawling social media or making in-app purchases. If more than one child will be sharing the tablet, you can create a lock screen PIN for each of their profiles, so that each child can only access content that's appropriate for their individual age.

USE PARENTAL CONTROLS

The Fire's parental controls are very thorough and worth utilising. They let you choose, for example, to restrict access to additional settings such as location-based services, the built-in camera, and specific content types (such as apps). You can also set daily goals and time limits to specify when – or, crucially, for how long – your child can use their Fire tablet.

Meet Our Expert

Carly Page is an experienced technology journalist with a track record of more than 10 years in the industry. Previously the editor of tech tabloid *The Inquirer*, Carly is now a freelance technology journalist, editor and consultant.



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