

Bulletin

Issue 23 - 2018



Leeds

Hello! Welcome to the twenty third edition of the MindMate Champions Bulletin.

[PSHE Partnership Opportunity](#)

Sam Eustace, the Emotional Health and Wellbeing Leader at Westerton Primary Academy, is looking for a school in Leeds to co-deliver some PSHE lessons with. His aim is to find a school using the MindMate lessons from September 2018 and hopes to link with a primary that will allow him to send a half class full of children on a minibus to their school for an afternoon, and in return welcome half of the partner school's children to Westerton.

The idea would be to pair up the children for a PSHE afternoon involving activities and teaching surrounding a particular shared topic. The hope is that this connection will improve social skills, interpersonal skills, offer a fantastic opportunity for shared learning and support the children to form new relationships and use their PSHE skills in a different context. It will also be a great chance for collaborative learning for staff.

If you are interested in making a link and would like to discuss logistics, please do not hesitate to get in touch. Email schoolwellbeing@leeds.gov.uk with the title 'PSHE School Collaboration' and we will pass all expressions of interest to Westerton.

[Factsheet: Children and young people's mental health](#)

Key statistics and facts about children and young people's mental health in one handy fact sheet from the Centre for Mental Health.

[MindMate Champions Evaluation Survey](#)

Common Room are currently working in partnership with YouthWatch, the young people's group of [Healthwatch Leeds](#) on a project to evaluate how the MindMate Champions programme is impacting schools and their students. The YouthWatch members and other young people who are engaged with MindMate had identified that support in schools needed to be a priority, and they'd like to check how this is progressing. Watch their short film [here](#) about why they think teaching about mental health is so important.

Please could you take five minutes to [complete this short survey online](#). The deadline is Friday 15th June.

Preferably the MindMate Link or key contact for mental health and wellbeing in the school would complete the survey, however more than one person per setting can provide feedback.

Common Room and Healthwatch are independent from the MindMate Champions team, and are keen to support the young people to get an honest account of schools' experience of the MindMate Champions programme and the resources available. If you have any further questions please don't hesitate to email harriet@healthwatchleeds.co.uk or Liz.neill@commonroom.uk.com

[Improving outcomes for people with first episode psychosis](#)

A summary from The Mental Elf of a recent review of reviews which suggests that short term follow up studies provide evidence in favour of Early Intervention in Psychosis services in terms of severity of symptoms, which appear to be lost at longer term follow up.

[Teen Connect: new helpline and online support service](#)

Teenagers in crisis now have somewhere to turn to after-hours thanks to a new helpline and online support service called 'Teen Connect' from Leeds Survivor-Led Crisis Service. The service is responding to a rising local demand for support for young people experiencing emotional distress.

Teen Connect receives funding from the NHS and its staff have received specialist training from young people's service provider The Market Place. Their Freephone helpline operations from 6pm to 2am each night on **0808 800 121**.

[Parenting for a digital future. When do parents think their child is ready to use the internet independently?](#)

The London School of Economics (LSE) has published findings from a survey of 2,032 UK parents with children aged 0-17 years old centred on parenting in the digital age. Finding suggests that the older their child, the longer parents want oversight of their internet use.

[School-based mental health services: a good idea?](#)

A summary of a recent meta-analysis by The Mental Elf, which looks at the effectiveness of school-based mental health services for 5-10 year old children. This meta-analysis provides the first empirical synthesis of the short-term effects of mental-health services delivered by school staff and, as such, it is an important contribution to the literature at a time when school staff are becoming increasingly involved with delivering mental health support and interventions.

[Forging futures through mentoring: a risk worth pursuing?](#)

This report from the Children's Commissioner for England assesses the impact of over 350 mentoring programmes across England on the lives of vulnerable youth. Overall, the report suggests there is good evidence that mentoring can have a modest positive outcome. It also suggests that the most effective mentoring programmes and relationships are those that last, are properly monitored, include

support for mentors and allow young people a role in setting the agenda.

['A very steep climb': therapists' perspectives on barriers to disclosure of child sexual abuse experiences for men](#)

This article explores the barriers that men experience in the disclosure of childhood sexual abuse. It uses content analysis to examine the perceptions of nine therapists who specialise in the treatment of men who were sexually abused in childhood. The article identifies nine types of barriers, which were organised into three categories: intrapersonal experience; social milieu; and health care environment. It also discusses implications for future research, clinical training and clinical practice.

[MindMate Lessons: reminder](#)

A reminder that every registered setting on the MindMate Champions program has access to MindMate Lessons, a portal of 66+ downloadable lesson plans, powerpoints and resources on a range of Social, Emotional & Mental Health themes, as well as a series of focus modules on specific issues from self-harm to bereavement.



The graphic is a promotional poster for 'MindMate Lessons'. It features a light blue background with a green footer. On the left, there is a small orange box with the text '2019-2020 Future in Mind: Leeds' and a small illustration of a person at a computer. The main text on the right reads 'MindMate Lessons' in large orange letters, followed by 'A Brand New Emotional Literacy and Mental Health Curriculum for KS1 –KS4' in smaller blue letters. Below this is a list of bullet points: 'Free to Leeds Schools', 'Online & Digital', 'Easy to Teach & Editable', 'Multimedia', 'Whole Class and Small Group', 'Fits into PSHE Curriculum', and 'Evidence Based'. At the bottom, it says 'Access Here: www.mindmatechampions.org.uk'. The footer contains the 'Future in Mind: Leeds' logo, a 'Leeds' logo, the 'MindMate' logo, and the 'NHS' logo.

2019-2020 Future in Mind: Leeds
A strategy to improve the social, emotional, mental health and wellbeing of children and young people aged 0-19 years

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