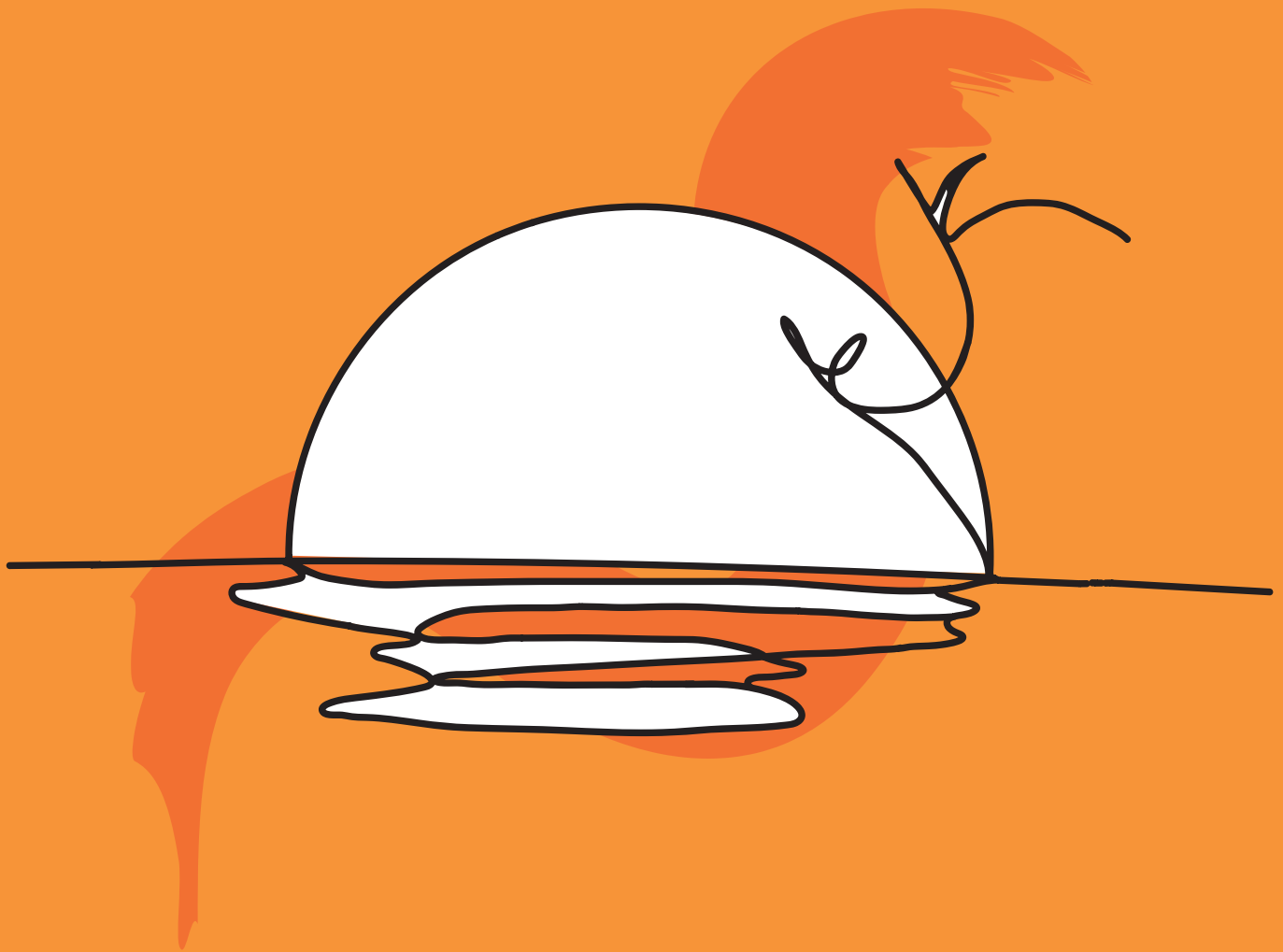
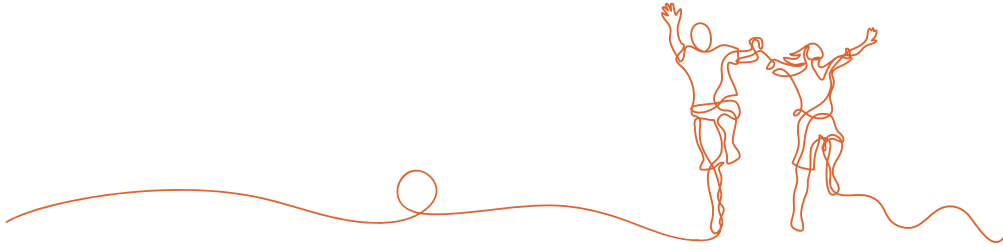


# A Guide to our Services

## Primary Schools





# WELCOME

Isle Listen in schools is an early intervention and prevention mental health charitable initiative for students, designed to support their mental health and wellbeing in the following ways:

## **Classroom based group sessions**

30 to 40 minute sessions exploring Emotional Literacy, Self Esteem, Positive Relationships and Coping Strategies in an age appropriate and interactive way.

## **Assemblies**

Short, focused presentations to remove the stigma surrounding mental health and highlight its importance as being equal to physical health.

## **Mental Health Up-skilling and Facilitated Discussions for teachers and parents**

To effectively support students, we need to engage with parents, carers and teaching staff, in order to create a wrap-around approach.

## **Therapeutic Support**

Our team of qualified therapists are able to provide a higher level of support if required.

## **Emergency Response**

In the event of a serious incident, our team are able to provide responsive support in a variety of ways to support staff and students who have been affected.

## **OUR BELIEF**

**We believe that every student should have access to effective mental health support at the point of need, not the point of availability.**

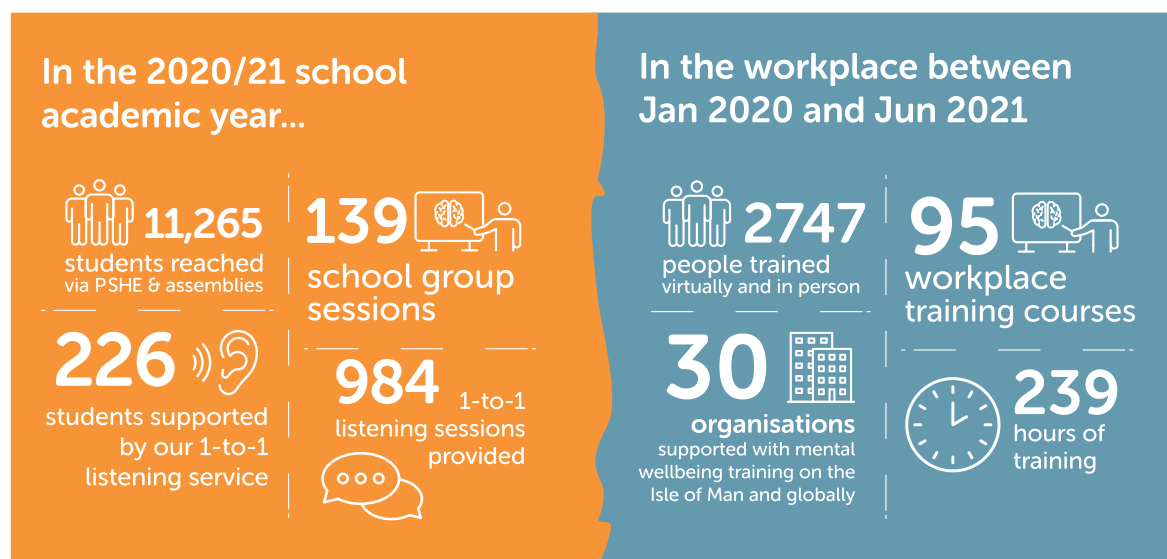
## **OUR MISSION**

**We want everybody in the Isle of Man to feel emotionally empowered and effectively supported with their mental health.**

# ISLE LISTEN WORKS IN SCHOOLS, THE WORKPLACE AND COMMUNITY, PROVIDING VITAL EARLY INTERVENTION AND PREVENTION MENTAL HEALTH SUPPORT AND TRAINING.

During 2021, we extended the reach of our educational services into all 6 of the Island's secondary schools. As well as this, we piloted a unique art therapy project aimed at Year 6 children in 26 primary schools, to help them develop skills and resilience to manage the emotions they face in life and when transitioning to secondary school.

We also work with many employers and community groups on the Island, to provide training and support to help people recognise the early signs of mental health difficulties - helping people to support one another.



Figures correct as at 31 July 2021

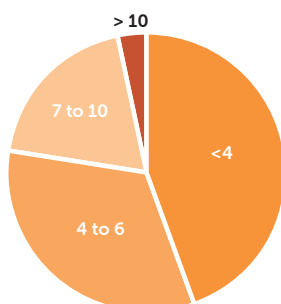
## Last year's statistics

### Key Performance Indicators

KPI	Target	Actual	Summary
1RTI	100%	100%	Referrals seen within 10 working days.
2MDS	95%	81%	Minimum data set collected within session.
3SNAP	1 school	1 school (twice)	Whole school snapshot of resilience and wellbeing.
4IMP	50%	75%	Clinical improvement rate.
5INT	4000	11265	Interactions with students, parents and teachers.
6PRI	4	26	Number of primary schools engaged or interacted with.

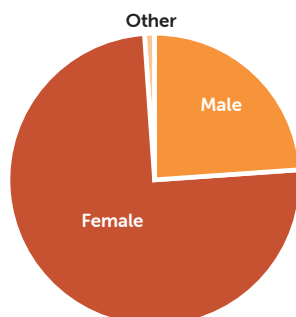
### Number of sessions

Nearly all cases we saw were handled in under 10 sessions, which is in line with the provision of a level-2 stepped-care early intervention service.



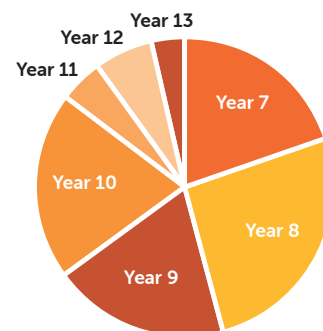
### Gender

The gender split was significantly biased towards females; however, this is in line with most mental health services and mental health research. Additionally this year, we saw for the first time a number of young people identifying as 'other'. We will continue to focus on ensuring our service remains accessible to everyone.



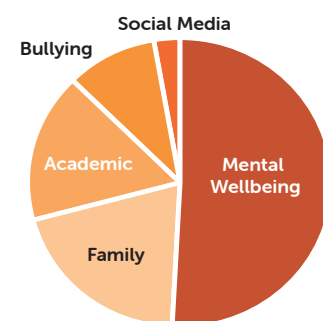
### School year

Most referrals remained in the younger year groups, similar to 2019/20. Older students may have already learnt the skills for effective coping strategies we have taught them in an earlier year group. This data provides sound rationale for training and support around prevention strategies to be rolled out into primary schools, thus potentially reducing referrals from the younger year groups.

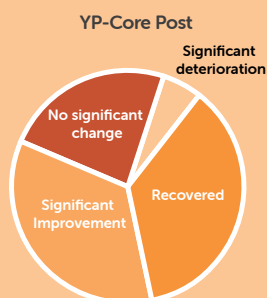
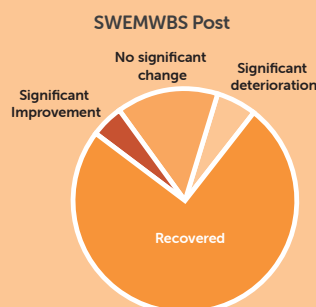


### Referral reason

There has been a large proportion of referrals falling under our new category of 'mental wellbeing' this year which encompasses a broad range of factors affecting overall wellbeing. In addition, we saw a significant fall in academic-based referrals.



## So, is Isle Listen's early intervention service proving effective?



**75%\***  
wellbeing  
improvement rate  
after Isle Listen  
intervention

**75%**  
students  
seen this year were  
discharged

**14%**  
higher support  
and referred up the  
stepped-care  
model

\* The difference between pre & post measures for the Warwick-Edinburgh Mental Wellbeing (Short-Score) and YP-CORE (clinical outcome measure).

### Safeguarding

**During classroom sessions, students may disclose something that a Wellbeing Facilitator needs to escalate – this is where they talk about something that involves risk to themselves or others. We will always report any incidences of abuse or significant risk-taking behaviour.**

Whenever a student makes a disclosure that warrants reporting, the Wellbeing Facilitator would inform the Designated Safeguarding Lead, and also ensure they document these on an internal logging of concern form. If a student makes a disclosure that does not require reporting, but still warrants attention, we will discuss this with our contacts in the school.

### What you can expect from us

We can provide assemblies and classroom sessions for students on four mental health-related topics (see pages 4 and 5), along with extra resources.

If you require a teacher or parent facilitated discussion about a specific mental health-related concern, please let us know and we will be happy to support as required.

We will also be hosting teacher and parent sessions throughout the year and will liaise with the school to advise of those sessions in advance.

This provides a three-pronged approach, which we know is important in order to effectively support students.

### What we expect from schools

- Teaching staff to be present in the classroom during sessions to provide a familiar face and additional resource if required.
- Making us aware of any students who have any additional needs.
- Letting us know about any cancellations of sessions in a timely manner.
- A designated point of contact within the school – this is to discuss any issues or give any feedback.



IN THE UK, 1 IN 5 OVER THE AGE OF 16 ARE LIKELY TO EXPERIENCE A MENTAL HEALTH PROBLEM THIS YEAR.



IN THE UK, 1 IN 10 AGED 5-16 HAVE A CLINICALLY DIAGNOSABLE MENTAL HEALTH PROBLEM.

## The student support we provide

		EMOTIONAL LITERACY	SELF ESTEEM
Years 3 & 4	Session 1	<b>Everyday feelings</b> This is the first session that focuses on emotional literacy. This session will introduce the young people to Isle Listen and what mental health is. The session encourages young people to think and have open discussions about what their feelings are. We will facilitate and guide the discussions with the aim that by the end of the session, for the young people to feel more confident talking about their feelings.	<b>Shield of positivity</b> The first self-esteem session asks the young people to spend time reflecting on their qualities and skills that they are proud of. We will dedicate the whole session to making their own individual shields and we will supply the art materials required. The areas that the shield of positivity focuses upon are; activity, people and memory.
	Session 2	<b>Expressing our feelings</b> This session expands on the 'Everyday feelings' session by learning about how we can appropriately express our emotions. This session will help develop the young people's understanding of how our emotions manifest physically, how we can talk about our feelings and who we can talk to.	<b>What are my goals?</b> Goals are important for helping us boost our confidence. When we achieve a goal (no matter how big or small), this can really boost us and help us feel positive about ourselves. Ideally, we would have access to the gym hall (or outside if the weather allows us). We will do a few small tasks to get the young people feeling confident. In the last 10 minutes, every student should kick the ball to score a goal. Whilst doing this, the shooter will shout out a goal they want to achieve by next year. At the end, young people can write these goals down and keep them until the following year to see if they achieved them.
Years 5 & 6	Session 1	<b>What's happening in our brain?</b> Knowledge is power and this session aims to provide students with the knowledge of what is actually happening in their brain but in a fun and accessible way. We do this by telling the story of the 'Brain House'. It's a 25–35-minute interactive story which the students can contribute to and will introduce them to what it means to feel overwhelmed with our emotions and how we can move forward from that.	<b>My superhero power</b> When young people experience periods of low confidence, it can be difficult to start feeling confident again. This session asks the students to consider their strengths/skills and create their very own superhero based off these points. At the end, students will have a constant reminder of what their strengths are.
	Session 2	<b>What impacts our mental health?</b> This session builds on our first emotional literacy session by asking young people to reflect on their life to understand times where they found things difficult and times they felt good. This will help normalise the concept that we all have difficult times but puts emphasis on what steps we take to improve things.	<b>Growth Mindset</b> We will introduce young people to the Growth Mindset concept (terminology will be open and closed mindset). As a group, we will explore the positive impact having a growth mindset can have and reframe some of our own thoughts to be more open than closed. Young people can write these goals down and keep them until the following year to see if they achieved them.

## POSITIVE RELATIONSHIPS

### What makes a good friend?

This session aims to help young people feel confident about the values they think a good friend has but also encourages them to think about how they can be a good friend. This session has elements of group work but also individual self-reflection.

### How can my words make someone else feel?

This session encourages young people to actively think about what it is that makes us different to our friends, peers, family etc. Through group discussion, we will talk about why differences should be celebrated and how to act in a situation where there is a difference in opinions. In addition to this, the session also asks students to consider what behaviours are appropriate or not appropriate and we will discuss the consequences of our words when we act inappropriately.

### What makes a good friend?

This session aims to help young people feel confident about the values they think a good friend has but also encourages them to think about how they can be a good friend. This session has elements of group work but also individual self-reflection.

### Ups and downs in Friendships

In this session we will explore conflict in friendships. We will engage in group discussion and individual thought to think about the feelings we experience during arguments with our friends and think about our boundaries in a friendship. What is okay and what isn't.

## COPING STRATEGIES

### Feeling awesome and in control (Parts 1 & 2)

In two parts, both sessions explore a variety of different coping skills that young people can implement if they are finding things difficult. These skills are a mix of individual activities but also activities they can do within a group. The aim of these sessions is simply for all young people to know there is a wide range of options available to us and we should all, as individuals, explore the options to find what works best for us. Ideally, we would do one session on the school field and one session in the classroom.

Each class will be left with a booklet of different coping skills to have in the classroom. This way young people have consistent access to the coping skills if they need it.

### Feeling awesome and in control

This session will introduce young people to 3 different coping strategies that we can do outside. This session will be very fun and hopefully show young people that these activities are easy to do when we are finding things difficult.

### Year 5 – Feeling awesome and in control

This session will focus on coping skills we can do inside. This will hopefully introduce the young people to some skills they haven't heard before. It's important to note the skills might not work for everyone and it's all about finding what works best for you.

### Year 6 – Feeling awesome and ready for High School

This session aims to give young people some practical advice for High School and navigating change. This session will be a reminder that we all experience things differently and subsequently all feel differently. We'll touch on the importance of feeling prepared and ready to face any challenges that may arise.

## Referring to our Service

Our service aims to support young people up to the age of 25 who experience mild-moderate mental health difficulties which are causing distress and impacting on day-to-day life.

Our goal is to intervene in a timely and effective way using evidence-based interventions to prevent the mental health of young people from worsening and to promote recovery.

### School staff

We accept referrals for school staff who might require support, and we can provide up to 4 sessions per individual. Should a referral be made on behalf of a member of staff, their consent must be gained.

### Parents

We can accept parent/carer referrals where their child is utilising our therapeutic service. The sessions will be specific to supporting the needs of the student.

## How to refer to our service

Who are you referring?	How to refer
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Student	Go online to our website <a href="https://islelisten.im/professionalreferral">islelisten.im/professionalreferral</a>
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Teacher	Email us at <a href="mailto:schools@islelisten.im">schools@islelisten.im</a>
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Parent/Carer	Email us at <a href="mailto:schools@islelisten.im">schools@islelisten.im</a>
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If you are unsure whether we can support a student, teacher or parent, please email us at [schools@islelisten.im](mailto:schools@islelisten.im) and we will be happy to help.



# Sign-posting

Some referrals are not appropriate for Isle Listen to take. We have provided a list of useful options below that may be able to help.

## Community services

- **Child and Adolescent Mental Health Service (CAMHS)**  
Strang Road, Braddan  
*Referral to this service is via the school, school nurse or GP*
- **Drug and Alcohol Team**  
T: 01624 617889  
Reayrt Noa, Noble's Hospital, Douglas
- **Community Wellbeing Service**  
T: 01624 642540  
Counselling and Therapies, Ballakermeen Road, Douglas
- **Educational Psychology**  
T: 01624 686086
- **Social Care (Children and Families)**  
01624 686179

## Motiv8

T: 01624 627656  
E: [motiv8@iom.com](mailto:motiv8@iom.com)  
W: [motiv8.im](http://motiv8.im)

Specialists in addictive behaviours such as alcohol or drug abuse and problem gambling for both students and adults.

## Crossroads

T: 01624 673103  
E: [info@crossroadsiom.org](mailto:info@crossroadsiom.org)  
W: [crossroadsiom.org](http://crossroadsiom.org)

Crossroads Care provides support to carers and individuals with care needs, no matter their disability, illness or age.

## Hospice Psychological Support

T: 01624 647400  
E: [admin@hospice.org.im](mailto:admin@hospice.org.im)  
W: [hospice.org.im](http://hospice.org.im)

Psychological support around coming to terms with a serious illness for adults.

## Samaritans

T: 116123 (24 hrs)

The Samaritans are available 24/7, before, during and after a crisis. Whether it's an 'are you ok?' at just the right moment, or the midnight support of a trained volunteer.

## Relate

T: 01624 623902  
E: [relate@mcb.net](mailto:relate@mcb.net)

Provides relationship support, which includes counselling, for couples, families, students and individuals.

## Cruse Bereavement Care

T: 01624 668191  
E: [info@cruseisleofman.org](mailto:info@cruseisleofman.org)  
W: [cruseisleofman.org](http://cruseisleofman.org)

Cruse Bereavement Care promotes the wellbeing of bereaved people and to enable anyone bereaved by death to understand their grief and cope with their loss.

## Care for the Family

T: 01624 615712  
Bereavement support for students and families.

## Victim Support

T: 01624 679950  
E: [enquiries@victimsupport.im](mailto:enquiries@victimsupport.im)  
W: [victimsupport.im](http://victimsupport.im)

The work of Victim Support Isle of Man includes assisting with criminal injury claims plus providing emotional support for victims of various offences including physical or sexual assaults, thefts, burglaries and criminal damage. They also support the families of people involved in fatal road collisions.

## Bridge the Gap

T: 01624 801349  
E: [contact@btg.im](mailto:contact@btg.im)  
W: [bridgethegap.im](http://bridgethegap.im)

Improving facilities and support for teenagers and young adults with long term health needs.

## Young Person's Support Service at Hospice

T: 01624 647448  
E: [admin@hospice.org.im](mailto:admin@hospice.org.im)  
W: [hospice.org.im](http://hospice.org.im)

Psychological support around coming to terms with a serious illness or post-bereavement support.

## The Children's Centre

T: 01624 676076

## School Nursing Team

T: 01624 693210  
For any concerns around the physical health of a student.

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Some helpful resources online are: Childline [childline.org.uk](http://childline.org.uk), Mind [mind.org.uk](http://mind.org.uk), Young Minds [youngminds.org.uk](http://youngminds.org.uk). If you need any other signposting options, please email us at [schools@islelisten.im](mailto:schools@islelisten.im)

**If the student is in immediate danger of hurting themselves or someone else, please ring 999 or the Crisis Team on 01624 642860.**

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## How your school's fundraising helps

### Quite simply, you're making a real and lasting difference!

Your support helps us to continue our 'Stop the stigma' mental health campaign by enabling us to continue offering early intervention and building emotional resilience in students on the Isle of Man.

**£50**

covers the production of our positive mental health resources pack for a child or student

**£100**

gives a student the opportunity to talk to one of our Wellbeing Practitioners in school about feelings they're finding difficult to manage such as bullying or exam stress

**£250**

supports the delivery of a school holiday activity session or art workshop for up to 25 children focusing on confidence-building and self-esteem

**£1,000**

enables our schools team to deliver educational sessions in one school covering a range of issues that can affect emotional wellbeing in students

**£10,000**

funds a year of our low-level Listening Service for two days a week in one secondary school on the Island



## Some dates to remember

**World Mental Health Day**  
10<sup>th</sup> October 2021

**Children's Mental Health Week**  
7<sup>th</sup> - 13<sup>th</sup> February 2022

**Mental Health Awareness Week**  
13<sup>th</sup> - 20<sup>th</sup> May 2022

## Want fundraising ideas?



## Quick to get going...

**Guess the...** Name of the teddy bear, the weight of a cake, how many sweets are in a jar. Simply charge people to enter and the closest guess wins the prize.

**Donate your snack money.** Ask the students to bring a snack from home and donate what they would usually spend on their snack that day

**Collect pennies** in a loose change pot or swear jar.

## Need a little planning...



**Hold a cake bake sale.** Always a popular event!

**Organise a dress down day.** Everyone at school could dress in green around World Mental Health Day, Children's Mental Health Week or Mental Health Awareness Week, or simply whenever in the year you want the students to think about their mental wellbeing and that of others.

**Organise a sponsored challenge.** Perhaps a sponsored silence (always popular with teachers and parents), a sponsored walk or a sunflower growing competition. You may decide to challenge students to walk a certain distance, or maybe run a total amount over a month. Maybe a step challenge of the height of a famous landmark like Big Ben or the Eiffel Tower.

