

A Guide to our Services

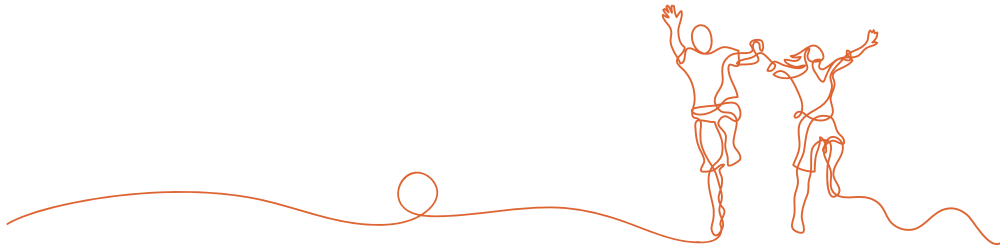
Secondary Schools



“ Being able to listen to students about what’s on their mind is a real privilege. Our goal-based approach allows them to work through any difficult feelings they face in a safe, non-judgemental space. **”**

Dean McCann
Wellbeing Practitioner





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

50-minute sessions exploring specific topics linked to mental health in an age appropriate and interactive way.

Assemblies

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

One-to-One Listening Service

Working on a one-to-one basis, our listening and therapy teams help students manage their own mental health in a safe space.

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.

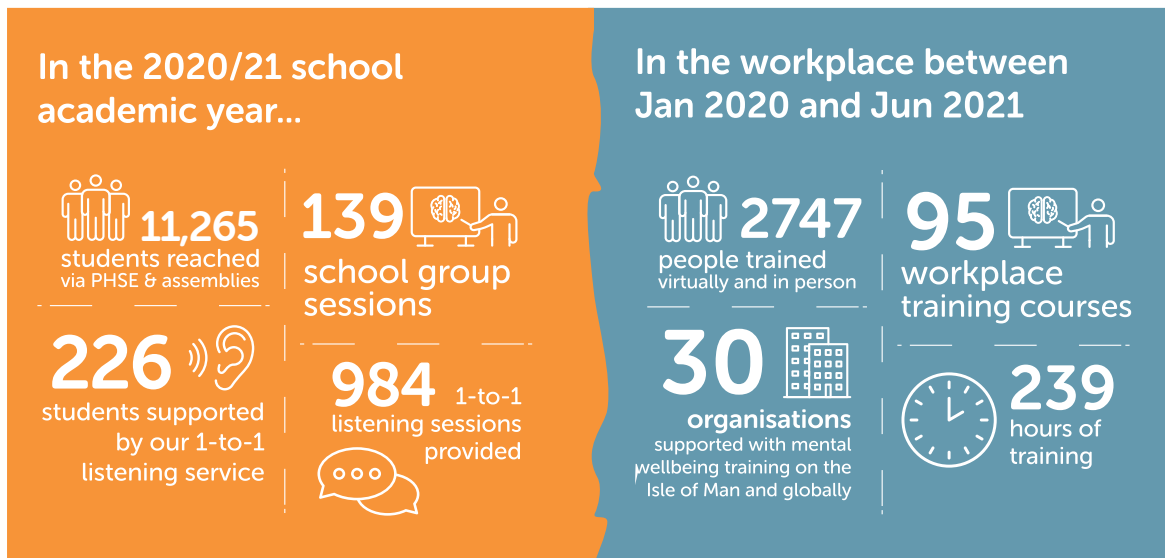
OUR MISSION

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 may face in life and 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

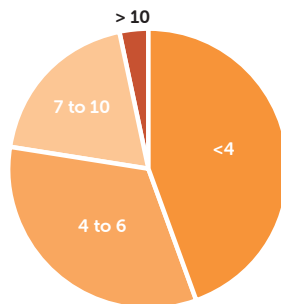
Last year's statistics

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.

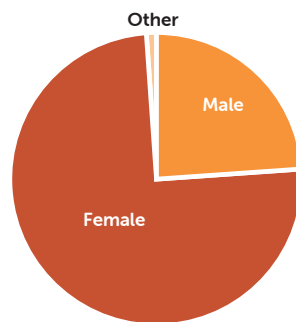
Number of sessions

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.



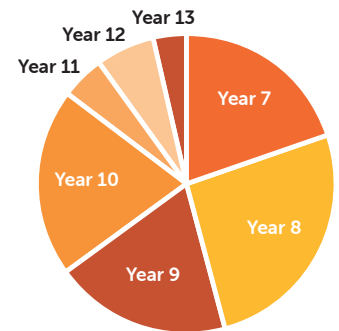
Gender

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 students identifying as 'other'. We will continue to focus on ensuring our service remains accessible to everyone.



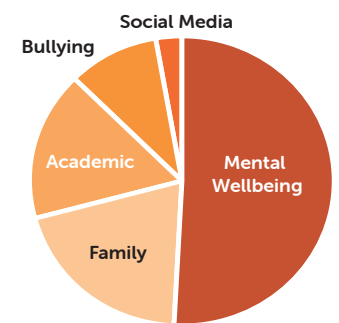
School year

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.

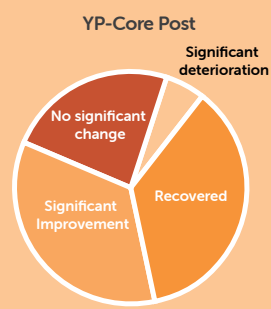
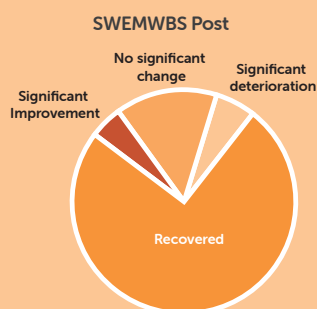


Referral reason

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 early intervention service proving effective?



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

Safeguarding

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

Schools have different policies regarding the reporting of self-harm, however, this is something that we would always flag. If a Wellbeing Practitioner is concerned about a behaviour, and is unsure whether to report it, they would talk to either the Designated Safeguarding Lead or supervisor and take advice from them.

Whenever a student makes a disclosure that warrants reporting, the Wellbeing Practitioner 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 (this is generally Head of Year or Pastoral Support Teams).

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What you can expect from us

We know that prevention is just as important as early intervention. This means that alongside our Wellbeing Practitioners offering a one-to-one listening service, our schools team (assisted by our therapy team) can provide assemblies and classroom sessions for students in school on topics relating to mental health, along with extra resources.

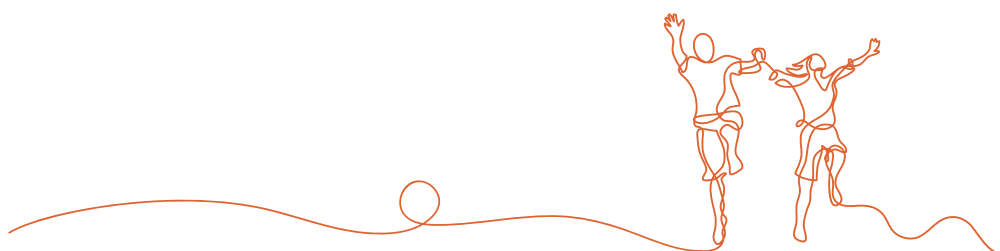
There is also potential scope to offer teacher and/or parent sessions. This provides a three-pronged approach, which we know is important in order to effectively support students.

As an evidence-based service, we complete service evaluations at the end of each academic year, and we are happy to share these results with you. We can also conduct wellbeing snapshots, to help us inform our service and guide the provision in schools, and written reports can be provided on these results. We are keen to develop the service, and any input staff, parents and students have is always welcome.

What we expect from schools

We expect certain things that will enable the listening service to run effectively.

- For students to be reminded of appointments – this is to ensure they attend, helping to give them consistency.
- To be told if students are not in or wish to cancel their appointments as soon as possible.
- A quiet room with a window – this is for safeguarding reasons, and so sessions are not disturbed.
- To be kept up to date on any waiting lists – this is to ensure we are providing the right level of provision for need, and to see students as soon as possible.
- To be kept up to date with any issues around students – for example, any change in circumstances or referrals to alternative/additional services.
- For appointment timetables to be sent to us a minimum of 1 working day prior to sessions – this enables us to prepare for sessions.
- Students to have had a conversation with a member of school staff prior to initial sessions to explain why they have been referred to us – this stops students being confused and gives them control over whether they wish to attend.
- A designated point of contact within the school – this is to discuss any issues or give any feedback.



Isle Listen's policy on DNAs (Did not attend)

Our policy on DNA is that should 3 consecutive appointments be missed, the student will be discharged from the service.

We do make allowances on a case-by-case basis (e.g. if we are aware the student has significant difficulties in attending school), however we tend to scale these students back by scheduling them in for appointments less often or by putting them in first or last lesson. This can help them get more from our sessions, enable them to attend, and avoids creating long waiting lists or having Wellbeing Practitioners with lost time. Where there are concerns about a student not attending appointments, the Wellbeing Practitioner will raise this with the student directly or with the contact in the school in the first instance before automatic discharge. We have found this policy does not often require using, and we feel it is fair.

Consent

All referrals for anyone aged 16 and under will require consent from a parent/carer. Should a referral form be completed by someone under the age of 16, Isle Listen will contact the parent/carer to gain consent. Teaching staff making a referral will be responsible for contacting a parent/carer prior to submitting. When receiving a self-referral, Isle Listen will contact the school to advise the start and end point of support and any safeguarding concerns should they arise. If we can't provide support we will 'signpost' to a service who may be able to help.

Session information

As Isle Listen is an early intervention and prevention service, we have a target of between 4 and 6 sessions per individual, though this may be extended depending on the case up to a maximum of 10 sessions.

During the first session, the Wellbeing Practitioner and student will explore what the current issue/s might be and what the student would like from the listening service. In the following sessions, the Wellbeing Practitioner and student work towards a goal together, utilising mainly low-level CBT (cognitive behavioural therapy) techniques. In the final session, the student and Wellbeing Practitioner will review what they've done and think about applying this in the future. If, throughout the course of sessions, a Wellbeing Practitioner feels the student has more complex needs and requires an alternative service, the Wellbeing Practitioner will inform the student and the school of their recommendations. Every effort will be made to offer support until the alternative is in place, but Wellbeing Practitioners can only operate within their own competencies.



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.

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Referral to our service

Students

Students may either approach a member of school staff and request to be referred to us or refer themselves to our school-based Wellbeing Practitioners. Alternatively, teaching staff may make a referral if they are concerned about a student. In addition, Parents may also request via the school for their child to be referred to us.

On occasion, a school may receive a request for a student who is accessing a higher level of support via CAMHS, to be 'stepped down' to our service.

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

Where a student might be utilising our listening or therapeutic service, we can accept those parents being referred to us, should they require support specific to the needs of the student. This can be done by emailing us at schools@islelisten.im.

Referral of a student to our service is made at [islelisten.im/schoolreferral](https://www.islelisten.im/schoolreferral)

Re-referrals

If any re-referrals are received, students can be seen for further support if the presenting issue is different from the original referral and fits the referral criteria. If multiple re-referrals are received for the same student, a discussion will take place to ascertain if a higher level of support is required.

What we do and don't support with

As an early intervention and prevention initiative, Isle Listen supports with low-level mental health and wellbeing concerns.

WE CAN SUPPORT WITH

- School related concerns or worries e.g. exam pressure
- Friendship and relationship difficulties
- Low-level bullying concerns
- Difficulties at home e.g. parental conflict, parental separation
- Any low-level mental health concern e.g. worry or low mood, self-esteem

WE DON'T SUPPORT

- Eating disorders
- Psychotic illness or symptoms
- Neurodevelopmental conditions
- Addiction or substance misuse
- Diagnosed disorders or symptoms at a clinical level where an individual regularly receives support from CAMHS or alternative services
- Suicidal intent
- Significant risk-taking behaviours

If you are unsure whether we are able to accept a student into our service, please email us at schools@islelisten.im

Step up and step-down process

There may be occasions when a student is referred to our listening service whose needs might be greater than the level of support our listening service can provide and would not meet the criteria for a CAMHS referral. Should this situation arise, we have the ability to make an internal referral to one of our qualified therapists if we feel it would be beneficial. This would be strictly on a case-by-case basis.

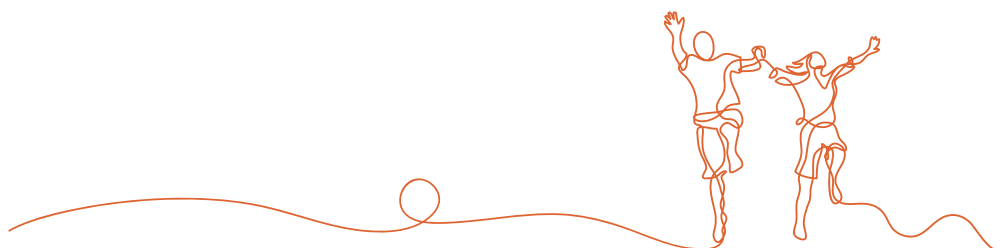
Alternatively, our therapy team may receive a referral, or be working with a student who no longer requires a higher level of support and could internally 'step them down' to be seen by one of our Wellbeing Practitioners.

Parental consent will be required for any student to access higher level support, regardless of age.

Minimum Data sets

We use Minimum Data Sets (MDS) to measure the impact we are having on the mental wellbeing of the students we work with, in order to prove the effectiveness of the service. We also collect data that helps us to identify the level of need in schools. The MDS we use have been psychometrically validated for use with students.

Please see Appendix 1 for the MDS examples we use on Page 12.



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
W: 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
W: 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
W: 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

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

Cruse Bereavement Care

T: 01624 668191
E: info@cruseisleofman.org
W: 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
W: 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
W: 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
W: hospice.org.im

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

The Children's Centre

T: 01624 676076

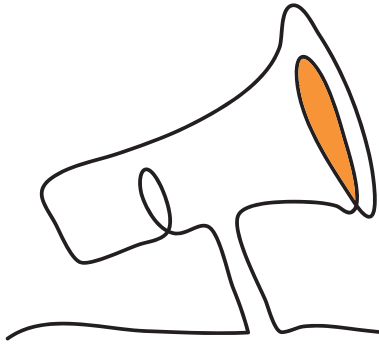
School Nursing Team

T: 01624 693210

For any concerns around the physical health of a student.

Some helpful resources online are: Childline childline.org.uk, Mind mind.org.uk, Young Minds youngminds.org.uk. If you need any other signposting options, please email us at 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.



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
10th October 2021

Children's Mental Health Week
7th - 13th February 2022

Mental Health Awareness Week
13th - 20th 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.

Appendix 1 - Minimum Data Sets (MDS)

YP_Core



YP-CORE

Site ID

Client ID

Letters only Numbers only

Therapist ID

Subcodes

Numbers only (1) Numbers only (2)

Date form given

d d / m m / y y y y

Male

Female

Age

Stage Completed

S Screening

R Referral

A Assessment

F First Therapy Session

P Pre-therapy (unspecified)

D During Therapy

L Last Therapy Session

X Follow up 1

Y Follow up 2

Episode

Assistance given?
(if yes, please tick)

These questions are about how you have been feeling OVER THE LAST WEEK. Please read each question carefully. Think how often you have felt like that in the last week and then put a cross in the box you think fits best. Please use a dark pen (not pencil) and mark clearly within the boxes.


OVER THE LAST WEEK...

	Not at all	Only occasionally	Sometimes	Often	Most or all of the time
1. I've felt edgy or nervous	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2. I haven't felt like talking to anyone	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3. I've felt able to cope when things go wrong	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4. I've thought of hurting myself	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5. There's been someone I felt able to ask for help	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
6. My thoughts and feelings distressed me	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7. My problems have felt too much for me	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8. It's been hard to go to sleep or stay asleep	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9. I've felt unhappy	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10. I've done all the things I wanted to	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0

Thank you for answering these questions

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SWEMWBS



*The Short Warwick-Edinburgh
Mental Well-being Scale (SWEMWBS)*

Below are some statements about feelings and thoughts.
Please tick the box that best describes your experience of each over the last 2 weeks

STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5

Short Warwick-Edinburgh Mental Well-Being Scale (SWEMWBS) © NHS Health Scotland, University of Warwick and University of Edinburgh, 2008, all rights reserved.


10 Visual Analogue Scale

How are you feeling today?

Very bad

50/50

Very good



10 Point Visual Analogue Scale

Isle Listen is a trading name of MCH Psychological Services, an Isle of Man registered charity no. 1024 and registered organisational member of the BACP (British Association for Counselling & Psychotherapies)

