

# Mental Health UK Young People's Programmes

IMPACT REPORT  
2021-2022



Mental  
Health  
UK

Your  
Resilience

Bloom





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# Introduction

## About Mental Health UK

With 50 years' heritage, we are the only mental health charity working UK-wide, delivering both national and local services that empower people to understand and manage their mental health

in a person-centred and empathetic way. We provide support and services for some of the biggest societal challenges that pose a threat to people's mental health.

## About our Young People's Programmes

### Rates of mental ill health in young people have risen alarmingly in the last three years.

- One in four teenagers aged 17-19 have a mental health difficulty, an increase from one to six in 2021.<sup>1</sup>
- Teachers are often the primary point of contact for young people seeking assistance with their mental health, but just 40% of classroom teachers in England report feeling equipped to provide that support or direct a young person to the appropriate support.<sup>2</sup>
- The average maximum waiting time for Children and Adolescent Mental Health Services (CAMHS) is 10 months for beginning treatment.

We strongly believe in empowering young people with the knowledge and tools to build their resilience and find solutions to cope with life's challenges, now and in the future. This is only possible if they are given the right mental health support in the right place, at the right time.

### We do this by:

- Delivering evidence-based prevention programmes designed with involvement from young people.
- Approaching our work holistically by supporting those who engage with young people – teachers, facilitators, parents and carers and employers.
- Securing a legacy by training professionals who are already supporting young people, enabling them to deliver our programmes independently.

We have two young people's programmes, **Bloom** and **Your Resilience**. Both programmes aim to equip young people aged 14-18 with knowledge and tools to maintain their mental health resilience through life transitions but are delivered in different contexts: Bloom in schools and colleges and Your Resilience in Children and Adolescent Mental Health Services (CAMHS), community settings and elite sports pathways.

<sup>1</sup> Mental Health of Children and Young People in England 2022 - wave 3 follow up to the 2017 survey - NDRS (digital.nhs.uk)

<sup>2</sup> Mental Health of Children and Young People in England, 2017 [PAS]

## How We Work

We offer a range of options to suit the needs of young people and the organisations we work with.

### Co-Delivery

8 week programme:

- Staff training
- 7 student workshops

### Lite workshops

- 1 off workshops for young people e.g. Exam Stress
- Resource packs provided for staff

### Staff training

- Full training for staff supporting young people
- Bloom on Clic online support platform

**Our workshop topics:** Resilience, Exam Stress, Managing Studies, Making Decisions About the Future, Juggling Time, Friendships, Social Pressures, Anxiety and Depression.

**Sport settings only:** Managing Injuries, Selection and Deselection

## Our Achievements

Since launching in 2019, both **Bloom** and **Your Resilience** have made a significant contribution to the mental wellbeing of young people across the UK, as this report demonstrates. Our programmes have made an impact in the following ways:

- Promoting and encouraging healthy behaviours by providing a diverse range of coping strategies and solution focused approaches.
- Encouraging positive interpersonal relationships between young people and those who support them – teachers, facilitators, and sports coaches.
- Positively impacting young people's academic performance, opportunities and future employability.

- Reducing long term risk factors around behaviour i.e. expulsion or exclusions, which may impact young people's future opportunities and wellbeing.
- Increasing young people's ability to adapt and cope in times of great uncertainty and change.
- Equipping a range of professionals and parents and carers with the knowledge and tools to confidently support young people's mental health.

In challenging times, we are delighted to have been able to provide much needed mental health resilience building support to so many young people. This would not have been possible without the dedication and commitment of our Young People's Team and the amazing support of our many partners working in education, the sporting world, CAMHS, community-based organisations and parents and carers.



# Our Impact at a Glance

**757 teachers**

trained to support young people in schools and colleges across the academic year through Bloom



**547 teachers**

accessed our support platform, Bloom on Clic, to acquire tools to support students and develop their knowledge of mental health



**45,412**

**young people**

provided with resilience skills and tools to support their mental health across the academic year through Bloom



**247**

**facilitators**

trained to support young people in a range of settings since the start of Your Resilience

**2,831**

**young people**

provided with resilience skills and tools to support their mental health since the start of Your Resilience

**228 individual schools and colleges**

participated in our workshops



**30 individual organisations**

provided with workshops and training to support young people and develop a supportive mental health culture through Your Resilience



**Nearly 1,000 Bloom and Your Resilience workshops**

delivered across the four UK nations between September 2021 and August 2022: 625 Bloom and 301 Your Resilience workshops delivered



Our programmes have been delivered in

**80 counties**

across the United Kingdom

**11,500 visits**

to the Bloom online resources library to access advice, support and information about young people's mental health

# Our Outcomes and Goals

We evaluate our programmes through surveys with young people and professionals in a number of ways:

- Through baseline and end surveys at the start and end of our 8-session co-delivery, where we match responses to measure change

and also focus on individual aspects of the programme.

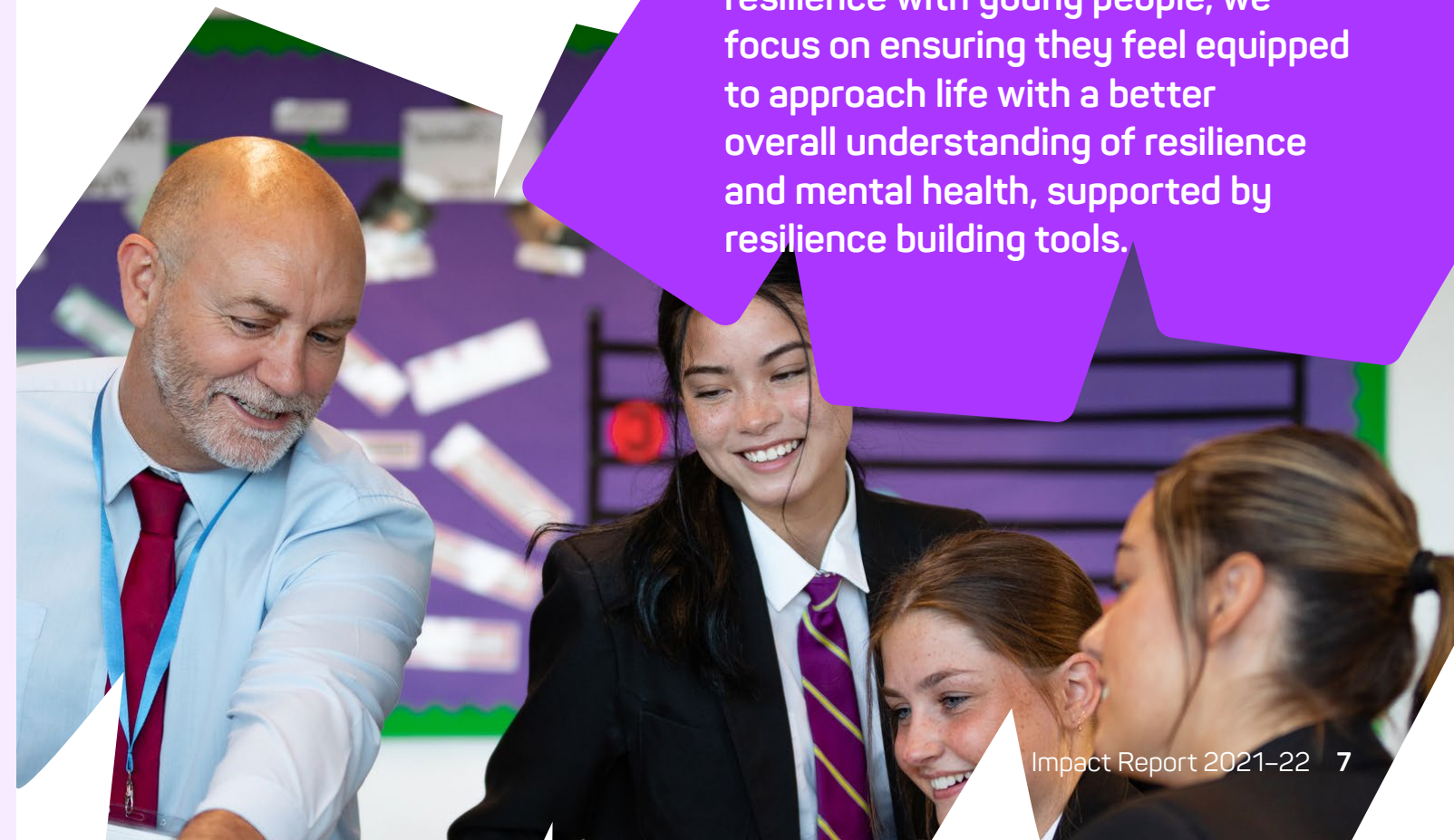
- End surveys after the delivery of one of our workshops.
- Through surveys completed by professionals at the end of training.

## Outcome 1

Young people are more aware of their resilience as a result of applying skills learnt, knowledge of mental health and resilience tools.

**Goal**

In raising awareness of individual resilience with young people, we focus on ensuring they feel equipped to approach life with a better overall understanding of resilience and mental health, supported by resilience building tools.

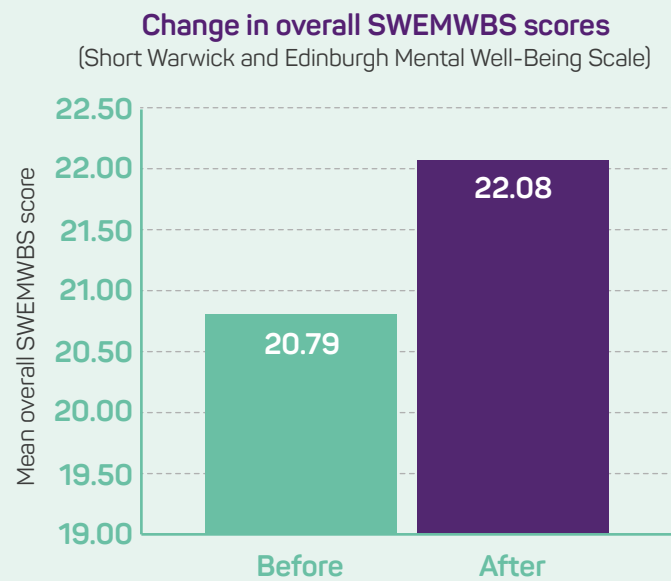




## Bloom

Measuring the matched survey data between the start and end of the programme, we can see a statistically significant<sup>3</sup> improvement overall in young people's wellbeing.

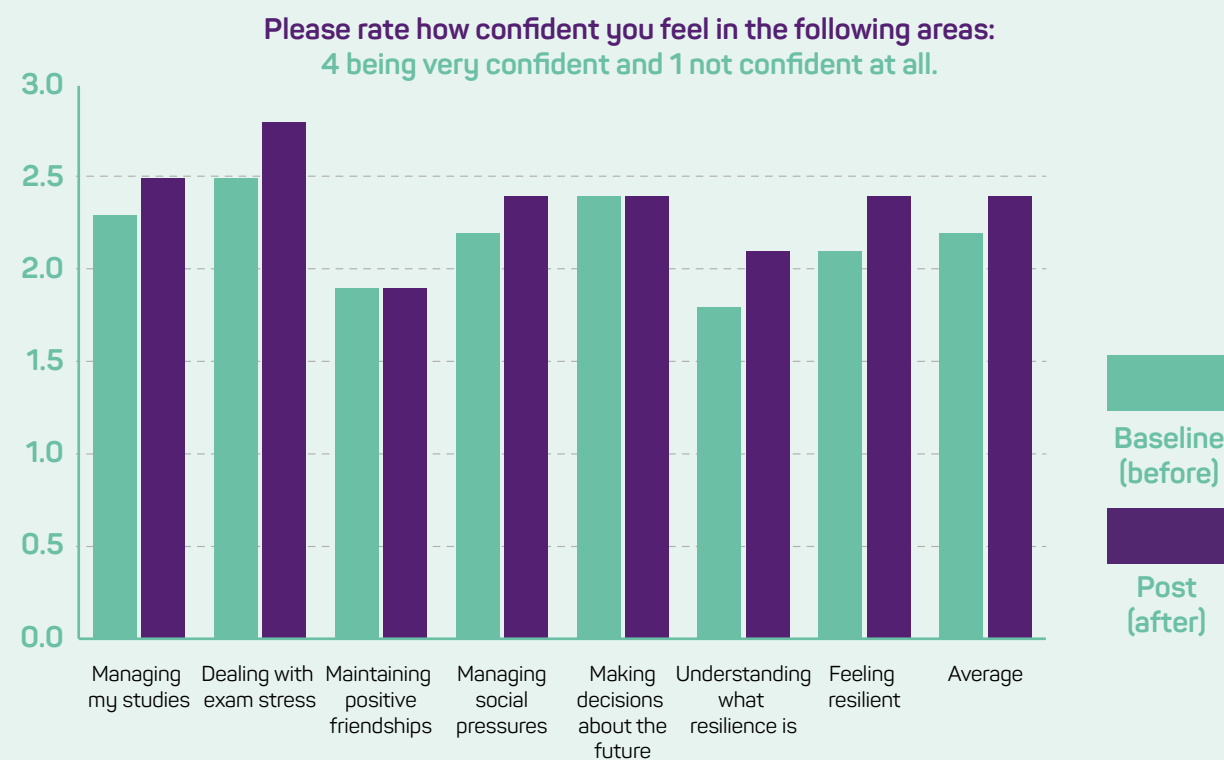
**Table 1: Changes in overall wellbeing**



From surveys focused on individual aspects of the programme:

- **84%** of respondents reported a better understanding of resilience.
- **76%** felt well-equipped to tackle life stressors thanks to the tools they were given.
- **84%** felt they knew where to go if they needed help with a problem.
- **78%** rated their overall co-delivery experience of Bloom as excellent or good.

**Table 2: Matched baseline and end data for young people, Bloom**



## Case Study:

Students applying tools to help cope with exam pressure at De Lisle College, Loughborough, England.



The number of young people seeking counselling for exam related anxiety ahead of GCSEs and A-levels reportedly doubled.<sup>4</sup> It is therefore unsurprising that Bloom's most popular workshop continues to be Exam Stress.

De Lisle College were conscious of the pressure felt by young people during exam time and proactively sought to address this by providing Bloom for their Year 11 and 13 students, ahead of their mock exams.

Throughout February and March, 316 students attended virtual and in-person workshops led by Bloom Training Associate Sarah Church, who observed: "The stress and anxiety felt by young people at this stage in their education can be very acute – essentially because they feel their futures are determined by their results. This not only has a negative impact on their wellbeing but can also hinder performance."

Having completed the workshop, 88% of students confirmed they could use the tools in their lives

and felt confident to support their friends with exam stress. One student attested that the workshop helped him to collect his thoughts, which ensured "a calm, centred mind ready for the exams" which he thought would have the dual benefit of "reducing stress and the prospect of having a blank mind in the exams."

Assistant Headteacher Rebecca Jinks endorsed the tools and resources delivered during the workshop, observing students proactively applying what they learnt:

**A number of students were taken by Sarah's advice about breathing exercises, as they could see it really helping them when feeling stressed preparing for exams. One student tried it and found it helped to calm her down.**

<sup>3</sup> Statistical significance is a determination that a relationship between two or more variables is caused by something other than chance.

<sup>4</sup> Childline (May, 2022)



## Case Study:

### Empowering Wales' brightest learners to thrive at Seren Hubs, Northwest Wales.



A Welsh Government initiative called **Seren in Gwynedd and Anglesey Hub in Northwest Wales** supports the brightest state educated learners to achieve their full academic potential. Seren's Academy perfectly aligns with Bloom as they both place emphasis on interactive experiences which support the ongoing learning and development of young people, empowering them to make informed decisions about their lives and education.

We delivered our one off Bloom Lite workshops online to Years 12–13 and between 80–100 learners attended, accessing from home, school or college.

Elfed Morris, Gwynedd and Anglesey's Seren Hub Coordinator, asserted the Bloom programme "has been invaluable in supporting our students, who have gained not only an understanding of situations which challenge their resilience, but also numerous tools to improve it. We will certainly continue to expand our provision with Bloom to assist our learners to transition effectively to the next stage of their education."

Michael Harvey, Bloom Nation Manager for Wales, observed that "supporting academically talented individuals with such programmes can often be overlooked, as they're perceived to be coping with life's challenges when they're excelling in their studies. However, it's important to acknowledge that as individuals we all experience challenges in life that can be managed effectively if we're equipped with the tools and knowledge to increase our resilience."

All participating students agreed that they felt they could use the tools learned in their lives in our post workshop survey and 93% also reported feeling better able to support their friends. Elfed remarked:

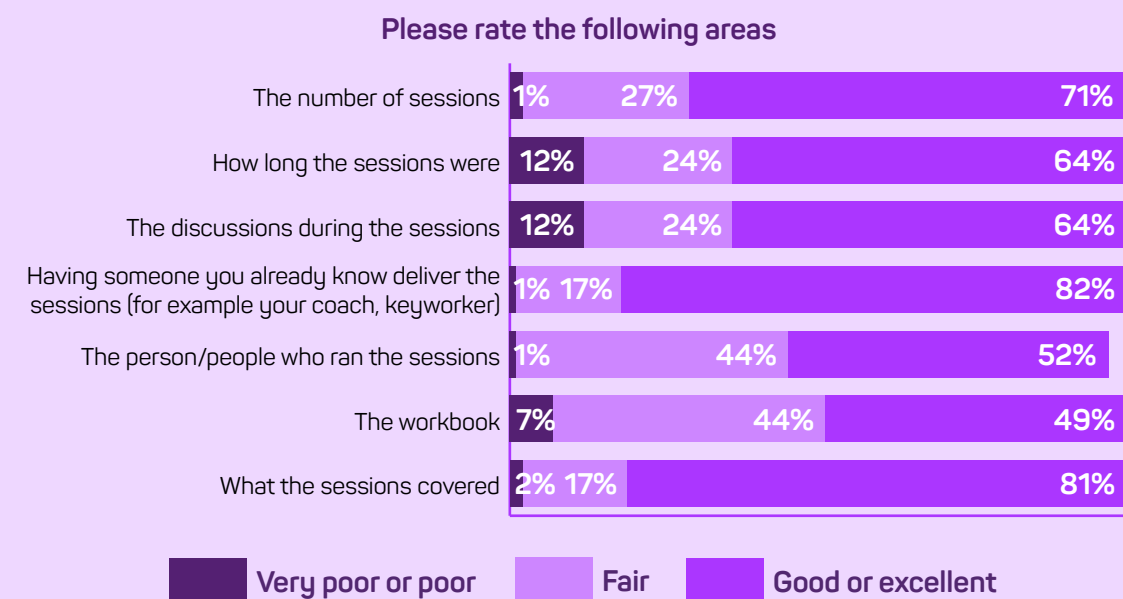
By creating such a supportive environment, learners are more at ease and confident as they explore and develop tools which allow them to gain increased knowledge and understanding of resilience.

## Your Resilience

From surveys focused on young people's experience of individual aspects of the programme:

- **97%** of respondents reported a better understanding of resilience.
- **96%** felt well-equipped to tackle life stressors thanks to the tools they were given.
- **81%** said what the sessions covered was good or excellent.
- **64%** said the discussion during the sessions was good or excellent.

Table 3: Young people rating their experiences of Your Resilience



I really enjoyed the sharing aspect of the sessions, getting to know the other participants, understanding we are all struggling in the same ways. We don't often get the opportunity to do this.

– Your Resilience participant, CAMHS, Scotland

# Outcome 2

Young people are very or somewhat confident of their understanding of mental health.

## Goal

Building young people's confidence in understanding their mental health, we support them in applying individual agency to improve their resilience and provide them with the skills and tools to feel able to normalise conversations around mental health.



## Bloom

Using matched data between the start and end of the programme, we found a statistically significant increase in young people's overall confidence in their understanding of mental health, most notably in dealing with exam stress and understanding of resilience.

In end surveys, we found:

- **86%** of respondents reported feeling somewhat or very confident in understanding their mental health.
- **64%** felt somewhat or very confident in their continued resilience following completion of Bloom.
- **60%** felt confident in managing studies, dealing with social pressures and maintaining positive friendships.
- **63%** rated the overall programme as better than they had expected.

Table 4: Young people's overall experience of Bloom



## Case Study:

Supporting students' mental health at Notley High, Essex, England.

Following an Ofsted inspection in 2020, Notley High in Essex pledged to implement strategies to improve students' behaviour and wellbeing. Alongside other initiatives, Bloom was brought on board to foster and strengthen the school's commitment to building a supportive environment for young people's wellbeing.

Initially, the twenty Year 10 students who took part in the 8 week co-delivery programme were reticent to engage. Becky, a 15 year old student, explained, "with this generation, you've got so many more people with mental health issues, and so many of them don't want to speak up about it because they feel like they're going to get pushed away."

Baseline surveys confirmed less than 15% of participating students felt they were able to work out their problems independently and just over 13% felt confident enough to reach out to others in times of need.

The resilience tools and resources equipped students to understand and cope more

effectively, as Jo Morton-Brown, the School Counsellor, observed:

**"One student shared they had been victim to bullying behaviour – it's as if Bloom helped her find her voice."**

Another student cited the resilience techniques she learned as her favourite aspect of the workshops: "it's given me more strategies for how I can cope."

By the final week, 50% of participating students felt they were able to deal with their problems independently and 50% felt confident to reach out for help if they felt they needed it, a significant uplift from the baseline data.

As Jo hoped, Bloom enabled the school to bridge the gap between whole-school interventions such as the school's open-door policy and one-to-one interventions like counselling, making their overall wellbeing offer more holistic.



## Your Resilience

In matched data between the start and end of the programme we saw a statistically significant increase in young people's understanding and confidence around mental health.

In end surveys, we found:

- **64%** of respondents felt very confident in understanding resilience.
- **70%** reported a high level of confidence in dealing with exam stress.

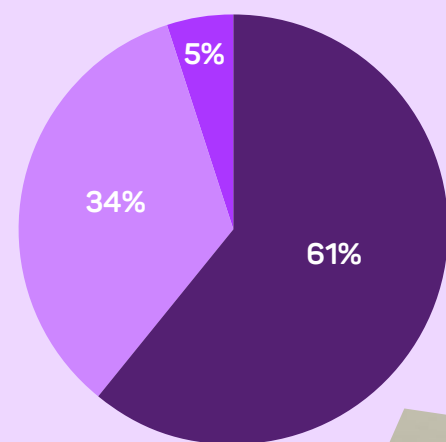


From surveys focused on individual aspects of the programme:

- **93%** said they were very or somewhat confident in their understanding of mental health.
- **76%** said they knew where to go if they had a problem and wanted help.
- **61%** rated the overall programme as better than they had expected.

Table 5: Young people's overall experience of Your Resilience

Was Your Resilience better or worse than you had expected?



- Better than expected
- About what I was expecting
- Worse than I expected



## Case Study:

### Improving Mental Health & Wellbeing at Newcastle Eagles Basketball, England.



Approximately 27% of basketball players in the UK come from low socioeconomic backgrounds.<sup>5</sup> Lack of funding leaves little available to invest in mental health programmes.

As part of their new off-court commitment to players' personal development, Newcastle Eagles Academy asked us to deliver Your Resilience to their entire academy.

Ian Macleod, Eagles Development Manager said, "A vital part of our player development framework is nurturing and supporting the social, emotional, and psychological aspects. Players, and indeed coaches, sometimes concentrate on the technical and tactical growth of the player and forget the growth of the person behind the player. I am very proud that we can offer this support to our players."

15 coaches from across the Newcastle Eagles Foundation attended Your Resilience training and then 45 workshops were co-delivered to 75 young people in total. From the very first session we

were delighted to see high levels of engagement, with one player sharing that she was enjoying having space 'for a lot of heartfelt conversations - it was fun and helpful to talk together.'

The programme provided opportunities for players to connect with one another individually, exploring wellbeing and resilience holistically. Players often face additional pressures beyond their sport; coaches highlighted family situations and demands from school as ongoing stressors that were explored and supported throughout the workshops.

Louisa Taylor, Your Resilience Training Associate, observed that players participated enthusiastically in group discussions:

**Listening to the experiences, opinions and ideas of others was beneficial – by acknowledging similar life challenges, they [players] formed a different bond of compassion.**

<sup>5</sup> [Basketball England](#)



# Outcome 3

Young people are better able to support family and friends.

## Bloom

In end surveys from young people, we found:

- **81%** of respondents reported feeling better able to support family and friends.
- **93%** reported feeling confident in speaking to a friend about mental health if they needed support.

## Goal

Enabling young people to feel comfortable in having supportive conversations about mental health, focusing on equipping them with resilience skills and tools they can share confidently with family and friends.

## Case Study:

Peer led 'Bloom Ambassadors' Initiative at Belfast High School, Northern Ireland.



A recent survey found **67% of young people living in Northern Ireland considered mental health as the top societal challenge facing them.**<sup>6</sup>

Belfast High School was no exception, noting a rise in young people struggling with their emotional and mental health since returning to school after lockdown. Pamela Cosgrove, a teacher from the school, noted that:

**The impact on students is very obvious and concerning. We are striving to address these concerns and support the mental health and wellbeing of all our pupils and staff.**

Colleen Campbell, MindWise Training Associate, co-delivered workshops to 50 young people and was heartened to learn that one young person

subsequently applied their learning, informing her that "after the friendships workshop, I realised one of my friends wasn't treating me nicely and I was able to sort it out, which I appreciated."

After completing the programme, 80% of young people stated they felt better equipped to support their friends. This sparked an idea for a new peer led initiative in which 20 Bloom graduates took on roles as 'Bloom Ambassadors'.

A dedicated classroom was set up as a 'safe space' where Ambassadors and staff could spend time supporting pupils identified as needing additional wellbeing support. Teachers provided pupils with time out passes, allowing them to go to the safe space when needed. One young person commented that her time in this space was "so helpful for me and on some days the best part of my day." Belfast High now plans to open the safe space to the wider school community during lunch times.



## Your Resilience

From surveys focused on individual aspects of the programme:

- **93%** of respondents felt better able to support family and friends.
- **82%** stated that having someone they knew (sports coach/facilitator) present during the delivery of the programme was good or excellent, showing young people valued that familiarity and the co-delivery model.



I believe the Your Resilience workshops will have a significant long-term impact on our young participants. By talking openly about mental health in a sports setting, the programme will shape our environment so that it is a more mentally healthy place to train and work. Athletes are encouraged to share their own thinking with peers and the wider group.

– Cait Leach, Performance Pathway Manager, Archery GB



## Outcome 4

Educators and facilitators trained feel very or somewhat confident they can deliver the programme.

### Goal

By supporting educators and facilitators with training, co-delivery and practical, easy to use resources, they will feel confident to continue delivery of the programme ensuring there is a legacy of independent delivery.



## Bloom

Comparing baseline and end data we saw a statistically significant change in confidence levels from educators in delivering the programme.

In end surveys, we found:

- **96%** of educators reported feeling very or somewhat confident in delivering the programme.
- **96%** rated the content of Bloom as excellent or good and 92% rated the guidebook as excellent.
- **87%** rated co-delivery with our Training Associates as excellent or good.
- **100%** would recommend Bloom to other schools.

Table 6: Educators' experience of Bloom

On a scale of 1-5, where 1 is 'Excellent' and 5 is 'Very poor', how would you rate the following elements of the Bloom programme?

Number of sessions delivered to young people	4% 9%	87%
Length of sessions delivered to young people	25%	75%
Quality of discussion during the workshop	8% 21%	71%
Relevance of the programme to the young people who took part	9%	91%
Content of the programme	4%	96%
Young people's workbook content	8%	92%
Teacher written guide	8%	92%
Quality of the support you received from the Training Associate	4% 4%	91%
Co-delivery of Bloom with the Training Associate	4% 9%	87%
Duration of the training you received from the Training Associate	8% 13%	79%
Quality of the training you received from Bloom's Training Associate	4% 4%	92%

Very poor or poor Fair Good or excellent

One participating teacher described Bloom as "the most engaging training I've attended in lockdown", adding that our Training Associate was "incredibly knowledgeable and took time to understand participants' responses."

Teachers also found our resources helpful, with one feeding back: "I had been looking for a proactive, sustainable resource to use with the pupils and this is it!"



## Case Study:

### Blooming brilliant teachers go the extra mile at Northampton International Academy, England.

Following an Ofsted inspection in March 2022, Northampton International Academy decided to enhance their students' wellbeing and personal development through Bloom.

The academy hoped Bloom would empower students to build resilience whilst equipping staff to confidently support students' mental health. 14 staff members were trained in Bloom and then a core group of 4 trained staff joined Kate Houghton, Bloom Training Associate, delivering sessions to a select group of students.

Justin Caulfield, Year 10 Pastoral Lead, observed that "poor mental health is a barrier to learning. Being trained to deliver Bloom will give teachers another way of helping young people who struggle with stress and anxiety within the school setting. Co-delivery gives facilitators the confidence to be able to deliver a subject that is new to them. It takes pressure off the teachers as they are not alone in the delivery of the class." Kate affirmed:

Often Bloom workshops are the first step on the road to creating a more supportive mental health culture within in educational settings. Equipping staff with greater understanding and empowering them with tools to support their students' mental health, in turn reassures students who become increasingly confident and likely to seek support.

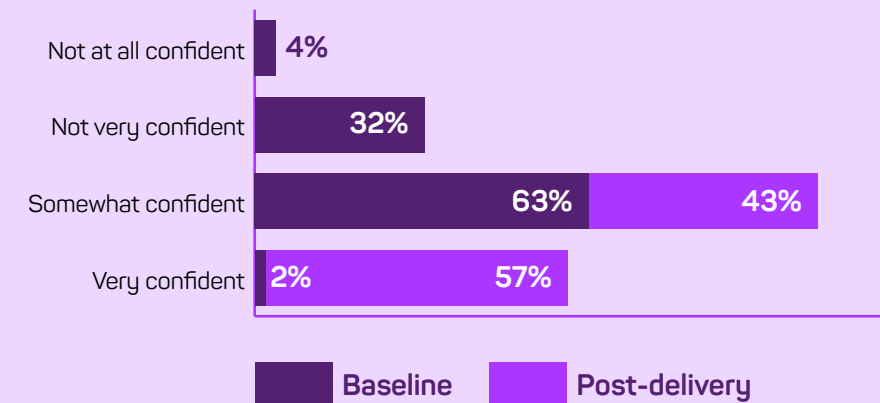
Justin concluded; "I would recommend the programme to other organisations. The Bloom training has certainly helped our learners gain some confidence in tackling the upcoming exams. Going forward, I believe that Bloom will help many learners and have a positive impact."

## Your Resilience

In end surveys, we found:

- **85%** of facilitators said the quality of the training they received from Training Associates was excellent.
- **71%** said the quality of discussion during the workshops was excellent.
- **57%** were very confident and **43%** somewhat confident in delivering the programme.

Table 7: Your Resilience Facilitators' confidence in delivering the programme from baseline to end.



I would highly recommend the Your Resilience programme. Lesson plans were clear and easy to use, and the instructor was kind and approachable. The use of videos and group activities helped to hold the group's attention and encouraged them to engage and answer questions. The feedback we received from the young people involved was very positive and reflected how useful they found the programme content. Going forward, we hope to roll out this programme again.

– CAMHS worker, Northern Ireland



## Case Study:

### Supporting staff to build resilience in young people in deprived areas of Scotland with North Ayrshire Youth Services.



Nearly two years after we co-delivered **Your Resilience at The Hive**, Vicki Andrew, Project Delivery Officer at North Ayrshire Council, is continuing to deliver **Your Resilience** to build positive, trusting relationships with the young people and organisations in an area of great need.

The Hive's mission at Ayrshire College is to enhance young people's employability skills, confidence and self-esteem in order to support them into employment or mainstream courses. Many students attending The Hive are Care experienced and have a broad range of additional support needs such as ADHD, behavioural issues, autism, anxiety, depression and trauma.

An impact report prepared by the The Hive highlighted the positive outcomes of **Your Resilience**:

"The (Your Resilience) sessions have been invaluable for our students. Vicki and her staff were able to create a safe environment, build positive, trusting relationships with our young people, equip them with the tools and knowledge

to reach out with any concerns and have better resilience, which has had a positive effect on their mental wellbeing." Vicky (Project Delivery Officer) confirmed:

- ◆ The programme helps by giving the young people a greater understanding of their own ability to deal with life's situations. The impact and benefit of this has been in the short term: promoting respect and understanding towards peers where relationships may have been strained; long term: young people will understand their own social and emotional awareness and be able to deal with issues in life more proactively. ◆

Young people reflected that the programme "can be applied to any challenges young people may encounter throughout their lives", including "new ways to cope with stress" and "how to handle difficult situations and solve issues."

# Outcome 5

## Educators and facilitators feel capable of discussing mental health resilience and wellbeing.

### Goal

In supporting educators and facilitators to feel confident in discussing mental health resilience and wellbeing, we focus on equipping them with the knowledge and tools to respond appropriately to young people, and also engage in conversations around mental health with colleagues, creating an overall supportive environment.

### Bloom

Comparing baseline and end data we saw a statistically significant increase in educators' confidence in answering young people's questions about mental health resilience and in their overall confidence around having conversations with young people about mental health.

In end surveys, we found:

- **100%** of respondents reported feeling better able to support young people with their mental health resilience.
- **91%** reported that the training they received and the co-delivery support contributed to the development of a more supportive environment around mental health and wellbeing in their school or college.

- ◆ The training allowed me to form a clearer idea of the different ways we could approach supporting pupils in increasing their resilience. It reaffirmed for me the need to help pupils to develop the tools to look after and build their own set of resilience skills. ◆  
– Participating teacher, England





## Case Study:

### One school's journey from scepticism to optimism in the Highlands, Scotland.



One teacher's conviction and enthusiasm for Bloom led her to welcome us to her new setting at Nairn Academy after seeing the positive impact of the programme first-hand in her previous school.

After training two of her colleagues, the teacher brought in our local Training Associate, Liz Newstead, to co-deliver the programme of workshops to a group of 15 S4 (year 10) students. Having worked in the sector for 20 years, Liz often meets a degree of scepticism from schools about the effectiveness of external programmes. However, at Nairn Academy Liz observed, "as the progression of various concepts from one workshop to the next became clear, the teachers' enthusiasm grew alongside the engagement of the students."

Following completion of the programme John Chalmers, Deputy Head of Nairn Academy, confirmed he wanted 10 additional staff members trained to deliver the Bloom programme to the entire S2 (year 9) year group. Admitting he had initially been sceptical, John was impressed by the breadth of the programme and the wealth of

expertise and resources accessible to his staff: "From excellent training to dedicated and user-friendly resources, the programme has much to recommend it. Feedback from teachers (many of whom are very experienced PSE supporters) has been very positive."

**The topics covered go beyond the normal school focus on 'hard work and revision' into destigmatising mental health and developing concrete strategies to support young people as they transition into adulthood.**

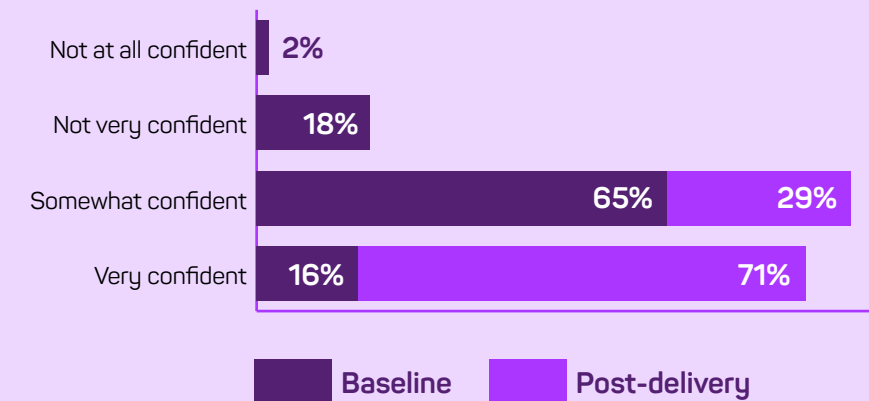
John also took part in a workshop and "had a personal revelatory 'new' understanding about [his] own life experiences." He now firmly advocates for Bloom as the "Nairn Academy Way" and concluded: "Nothing, in my experience, has matched, or even comes close to the added value of Bloom."

## Your Resilience

When comparing baseline and end data, we found that:

- **71%** of facilitators reported feeling very confident in having conversations around mental health with young people.
- **57%** felt very confident in continuing to create a supportive environment around mental health within their organisation.

**Table 8: Your Resilience facilitators' confidence in discussing mental health with young people.**



**This was a great opportunity to talk openly amongst a group, as it provided a safe space for us all to share our thoughts and personal experiences. We learned a lot of great strategies; these have all been put to great use amongst our team.**

**- Youth Work Apprentice, North Ayrshire Council**





# Diversity, Equity and Inclusion

Our programmes are universal, designed to support young people from all walks of life by positively impacting their mental health. We are committed to ensuring our programmes are accessible and inclusive and are therefore delighted to have reached young people in a range of diverse settings and communities.

## Alternative Provision

We have seen a steady increase in requests for support from alternative provision schools and SEN specialists working in mainstream schools. We have worked with these schools to train staff and deliver our programmes, working closely with teachers to adapt our content to ensure the workshops are accessible for their students.



**We have finished our Bloom training feeling inspired and with valuable new tools and techniques that we can implement into our teaching of vulnerable students.**

– Jurita Bennett, Assistant Head, The Complete Works



## Our reach in Alternative Provision

- **15 schools** supported
- **159 teachers** trained to deliver Bloom
- **1 entire staff team** trained at The Complete Works alternative provision trust, London



## Supporting LGBTQIA+ Young People

Ten students who identified as transgender or trans-curious at a college took part in Bloom. The students were heavily reliant on the wellbeing service at the college and accessed support individually on a weekly, sometimes daily basis. The students' anxiety about participating in group workshops was alleviated when they realised every person in the online group identified as transgender or trans-curious. As the weeks rolled by, students fed back that they were feeling 'motivated' 'inspired' 'empowered' and 'informed'.

Since completing Bloom, staff report that the students' need to access wellbeing support has dramatically reduced and some have started to participate in college societies and activities, taking on key roles and responsibilities.



**Just thought I'd tell you how I've been and how I've adapted after the Bloom sessions we did. So I've adapted and changed a lot, I've gotten used to dealing with things by using the toolkit that we built within those sessions and have been doing way better. Also, I would like to thank you and the wellbeing team for helping me through this process, and I've figured out a lot about myself through your help and I'm sincerely grateful. Thank you so much.**

– Student



## Gender Equality

**In 2022 we supported 37 young women on a professional football pathway at Manchester United through Your Resilience.**

Historically, women's professional football has received less funding and support than men's football. At a key time of transition and change in their lives, these young women are also attempting to succeed in a hugely competitive industry which is recognised to have a significant gender equality gap, with male footballers earning around seven times more than their female counterparts.

As part of the programme we also trained 18 coaching staff at Manchester United, leaving a legacy of support in place.



**I have learnt that mistakes are positive things and that they help you grow...a good balance between your inner coach and inner critic is a perfect way to be resilient.**

– Participant, Manchester United U14s







# Our Ongoing Commitment

## Mental Health UK's Young People's Programmes are committed to continuing and expanding our work in the following areas:

- We will continue to offer support to young people in schools and colleges across the UK by providing them with essential resilience building skills. We are committed to reaching our target of 500,000 young people supported by 2025.
- We will continue to provide support for young people on the elite sports talent pathway, ensuring parity between their physical and mental health and adequate support for their mental health resilience.
- We will continue to engage with young people on the CAMHS waiting list and build on the impactful work we have already done in this setting.
- We will provide much needed training and support to educators across the UK, who are often the first line of support when a young person reaches out. We are committed to reaching our target of training 6,000 educators by 2025.
- We will continue to support a range of professionals including CAMHS workers, Youth Workers, Sports Coaches and many more, to ensure they are equipped to have conversations about resilience with the young people they support.
- We will build on our recently launched Parenting Hub where we provide support and advice for parents and carers, equipping them to support young people with their mental health.
- We are committed to continuing our work on diversity, equity and inclusion and are determined to make this a major focus of our programmes going forward. We will ensure we reach marginalised young people, who are most at risk of experiencing mental illness, and offer equal opportunities for professionals taking part in our training.
- We will expand our existing work in community-based settings, collaborating with grassroots organisations who are already doing excellent work in this space.
- We will remain agile and responsive to new emerging needs and trends such as money anxiety and commit to having young people involved in the coproduction of new programmes.





Thank you to all the teachers and other professionals who supported and participated in our programmes. Most of all, our thanks to all the young people who took part – thank you all for your openness, honesty and resilience.

If you are interested in finding out more about our Young Peoples Programmes, please contact Bloom: [schools@mentalhealth-uk.org](mailto:schools@mentalhealth-uk.org) and Your Resilience: [yourresilience@mentalhealth-uk.org](mailto:yourresilience@mentalhealth-uk.org)

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[www.mentalhealth-uk.org](http://www.mentalhealth-uk.org)

We are enormously grateful to our funders, Lloyds Banking Group and the Allan and Gill Gray Foundation. Without their generous support, these achievements would not have been possible.

