



Mental Health First Aid

A Whole School Approach to Mental Health

Welcome to Youth Mental Health First Aid (MHFA). This brochure is designed to give examples of how schools and colleges in England have used Youth MHFA as part of a whole school approach to mental health and well being. It includes case studies on **Bacup and Rawtenstall Grammar School, Bradfield College, City of London School, and Leeds Inclusive Learning Service**. Each has shared their experiences of the Youth MHFA course, and the impact it has had on their staff and students.

Why is mental health important?

In an average class of 30 15-year-olds, 3 have a mental illness and 6 are self harming

Suicide is the second most common cause of death for 15-24 year olds

75% of adults with mental health issues have the symptoms by their late teens

Academic achievement is more accurately predicted by emotional skills than by IQ

Although once seen as a luxury or optional extra, it has become clear that work in schools to promote mental health and wellbeing is central to overall effectiveness and should be prioritised. Recent evidence from [Public Health England](#) confirms that:

- _ Children with greater wellbeing and lower levels of mental health issues achieve higher grades, better examination results, better attendance, and drop out less often.
- _ Academic achievement is more accurately predicted by social and emotional skills than by IQ.
- _ The quality of PSHE (personal, social, health and economic education) in a school is strongly correlated with the school's overall effectiveness.

Accordingly, as mental health and wellbeing becomes an increasingly recognised concern, the [Ofsted inspection framework](#) published in September 2015 includes a new judgement on 'personal development, behaviour and welfare'.

The statistics underline why it is so important for schools to pay attention to mental health and wellbeing. In an average class of 30 15-year-old pupils:

- _ Three could have a mental illness
- _ Ten are likely to have witnessed their parents separate
- _ One could have experienced the death of a parent
- _ Seven are likely to have been bullied
- _ Six may be self harming. ([Public Health England, 2015](#))

Mental health and emotional issues often develop during adolescence. Half of young adults with mental health issues have symptoms by the age of 15, and nearly 75% by their late teens. For those aged 15-24 years, suicide is the second most common cause of death, accounting for 19% of all deaths in this age group.

Social media peer pressure, cyberbullying, family units breaking down and an increased number of children in the care system have all been suggested as contributing factors to the rise in mental health issues in younger people. Many of these issues affecting mental wellbeing are multiple and often remain undetected and untreated unless agencies such as schools take an active role ([Partnership for Wellbeing and Mental Health in Schools, 2015](#)).

Despite the focus in recent years, some young people still do not get the support and care they need. This can happen because there is a stigma associated with mental ill health. Young people may be reluctant to seek professional help because of their concerns about what others will think, and are often ashamed to discuss mental health with family and friends. Young people may lack the insight to realise that they need help or that help is available. Some mental health issues can cloud clear thinking and decision making. A young person experiencing such issues may not realise that they need help, that effective help is available, or may be so distressed that they are unable to think clearly about what they should do.

GPs, counsellors, psychologists, psychiatrists and other professionals can all help young people experiencing mental health issues. However, just as with accidents and other medical emergencies, such assistance is not always immediately available when an issue first arises. This is when key figures in the young person's life, such as teachers, parents, carers, and youth workers, can offer aid and direct the young person towards the appropriate professional support.

What works: A whole school approach

Evidence shows that the only effective way to improve mental health and emotional wellbeing in schools is to adopt a 'whole school approach'. This means that all parts of the school organisation work together and are committed to promoting mental health. The whole school approach is the recommended framework from the Partnership for Wellbeing and Mental Health in Schools:



How can Youth MHFA help?

Youth MHFA can be the foundation of a whole school approach to mental health. As a training course it covers the key topics around young people's mental health and wellbeing, with a strong practical focus on how to support young people experiencing mental distress. This will ensure that teachers and support staff are aware of the issues and have the knowledge, skills and support to address mental health issues in their pupils.

The Department for Education's first champion for mental health in schools, Natasha Devon MBE, has highlighted Youth MHFA as an essential programme for all schools. Natasha stated that "The explosion in anxiety, depression, self-harm and eating disorders among under-21s means every school should have a teacher trained in Mental Health First Aid" ([TES, 11th January 2016](#)).

What do staff learn on a Youth MHFA course?

First aid is the help given to an injured person before medical treatment can be obtained. The aims of any first aid are to:

- _ Preserve life
- _ Prevent deterioration of any injury or illness
- _ Promote healing and recovery
- _ Provide comfort to the ill or injured.

Youth MHFA is the help given to a young person experiencing a mental health issue before professional help is obtained. The aims of Youth MHFA are to:

- _ Preserve life where a young person may be a danger to themselves or others
- _ Provide help to prevent the emotional or mental health issue developing into a more serious state
- _ Promote the recovery of good mental health
- _ Provide comfort to a young person experiencing a mental health issue
- _ Raise awareness of mental health issues in the community
- _ Reduce stigma and discrimination.

Youth MHFA does not teach people to be therapists. However, it does teach people to:

- _ Recognise the symptoms of mental health issues

- _ Provide initial help
- _ Enable a young person to access appropriate professional help.

You can find out more about the different options for Youth MHFA courses on [page 14](#).

Instructor training

Many organisations are now choosing to train a member of staff as a Youth MHFA instructor who can deliver the course internally. Having a fully qualified instructor is a cost-effective and self-sustaining way to roll out Youth MHFA training to larger numbers of staff as demand requires. Instructors can also deliver courses in other schools and organisations. You will read about some examples of how schools have taken this approach in this brochure.

Learn more about our accredited instructor training courses on [page 16](#).

Evaluation and outcomes

Youth MHFA has been evaluated internationally since it was first developed in Australia in 2000. In England, the course was independently evaluated in December 2013 when it was delivered to 224 people across 18 venues in North East England. The venues were schools, colleges, clubs and other organisations holding activities for adolescents. Responses showed that:

- _ The course, training manual and content of the sessions were rated as

'very good' by the participants, with a median rating of 4/4.

- _ Participants reported a 60% increase in confidence and knowledge in their ability to help and support young people with mental health issues (median rating 5/10 pre-training; 8/10 post-training).

A follow-up survey was conducted three to six months after the training. Responses from schools indicated that they were able to correctly identify the symptoms of mental health issues in

two hypothetical scenarios and were able to provide appropriate strategies for support and further care.

At follow-up, participants were asked whether they had been able to change the way they supported young people, and to give examples of how they have implemented their new knowledge in practice. You can read some of their feedback opposite.

Feedback three to six months after Youth MHFA



Bacup and Rawtenstall Grammar School



"I believe Youth MHFA has provided me with extra tools to be able to better understand and support young people - something so valuable in my line of work."



*"To ensure that students do not have any barriers to their learning we need to support them holistically in providing top-quality pastoral care. This excellent course effectively raises awareness and understanding of mental health issues."
- Alan Porteous, Head*

Bacup and Rawtenstall Grammar School (BRGS) is a selective co-educational state school which is renowned for its high achieving exam results. A larger than average secondary school, BRGS has over 1,200 students on its roll, drawing from a wide catchment in the borough of Rossendale in the rural setting of the South Pennines. What is also larger than average for a typical state secondary school is the proportion of staff trained as Youth MHFAiders.

BRGS's Pastoral Manager, Siobhan Robinson, is responsible for the training. Since qualifying as a Youth MHFA instructor herself, Siobhan is able to deliver the course internally to her colleagues.

Siobhan has always been passionate about improving young people's emotional wellbeing and mental health. On the school wide initiative, she comments: "The Headmaster at BRGS is so supportive around the development of good pastoral care and this creates a more open dialogue around mental health and wellbeing. The staff and students feel able to have conversations about issues that relate to mental health and it's not a taboo subject."

Started offering training
February 2015

Staff trained so far
16

Why we train our staff in Youth MHFA

Giving recognition to the idea that young people will thrive academically if they have good mental health, and the role that a school can play in this, headteacher Alan Porteous says: "Our aim is for students to 'enjoy and achieve' whilst at school. To ensure that students do not have any barriers to their learning we need to support them holistically in providing top-quality pastoral care and this excellent course effectively raises awareness and understanding of mental health issues."

Ms Robinson says: "Being able to recognise and help a young person with mental ill health is so important, and raising awareness around mental health issues will help to reduce the associated stigma."

"At BRGS we believe that teaching and support staff can play a really important role in supporting young people who may be experiencing mental health issues and by investing in some simple but effective training, we are giving



our staff the tools they need to feel confident to open up that conversation and guide a person to appropriate help.

“The fact that we have Youth Mental Health First Aiders in our school is a really positive demonstration of our commitment to creating an environment where children’s emotional wellbeing is truly valued.”

Feedback

100% of BRGS staff who evaluated the training ‘agreed strongly’ that the course met their needs, through developing their knowledge and skills in dealing with student mental health issues.

One staff member commented: “I believe Youth MHFA has provided me with extra tools to be able to better understand and support young people – something so valuable in my line of work.”

Another colleague believed that it had changed their “outlook and perception of mental health and wellbeing in others” raising their confidence to deal with issues such as self-harm, depression and anxiety.

What the future holds

Siobhan believes that because the school has such a positive and open minded approach to mental health that there is lots of opportunity to become a centre of excellence around student and staff wellbeing.

Siobhan says: “My vision is that we continue to develop all aspects of pastoral care, including training all staff in Youth MHFA and perhaps even engaging some of our sixth form students in a peer-to-peer training course.

“I am also keen to investigate different ways to build resilience within our school community because I think there are lots of really helpful strategies and tools to improve our sense of wellbeing and promote positive mental health.”

“By investing in some simple but effective training, we are giving our staff the tools they need to feel confident to open up that conversation and guide a person to appropriate help.”

“Because the school has such a positive and open minded approach to mental health, there is lots of opportunity to become a centre of excellence around student and staff wellbeing.”

Bradfield College



“Every teacher in every school in the country should be trained in Mental Health First Aid. Our teachers get training in physical first aid – and a good thing, too. Accidents happen, children become ill, but why on earth do we disregard their mental health?”



“There has been a real shift in the atmosphere. It’s changed the whole teacher-student relationship. Conflicts between teachers and pupils happen far less.”
- Kevin Collins, Deputy Head

Bradfield College is an independent co-educational school in Berkshire. Most of the 770 pupils aged 13 to 18 board under the care of a Housemaster or Housemistress, although there are a number of day pupils.

Initially, Bradfield College trained 32 members of staff in Youth MHFA. The College was so delighted with the results, it has embedded the training for all staff and has since put almost all of its full-time teachers, as well as large numbers of its support staff, through the two-day course. Deputy Head, Kevin Collins, is a qualified Youth MHFA instructor, and delivers the course to Bradfield staff.

Started offering training
2013

Staff trained so far
120

Why we train our staff in Youth MHFA

Kevin Collins realised that over the last 10 years it had become more commonplace to encounter children with emotional issues. Often it was to do with eating and food, or relationships with their peers or parents. Anxiety about their studies was being felt much more keenly. “It would seem that there has never

been a more difficult time to be young,” explains Kevin. “Expectations of young people today are ever increasing, bringing with them competition and anxiety. Also, the ubiquitous nature of social media means children can never switch off and escape the scrutiny of their peers. Add to this relationships, drugs, alcohol and fluctuating self-esteem – everything that comes with adolescence – then perhaps it’s not surprising that their mental health isn’t in great shape.”

Bradfield College recognised that its teachers may not be adequately equipped to best manage the issues they encounter. It decided the stakes were too high and acted.

Feedback

“After attending a Youth MHFA course, teachers are much better at spotting early warning signs, like a change in mood of a child, which might otherwise have gone unnoticed, and intervening,” says Kevin. “Acting quickly and effectively, just as with physical health, can make the difference between a good recovery and prolonged mental illness.”

He adds: “It’s also taken away teachers’ fear of mental illness. If they think a child might have self-harmed, they won’t succumb to the urge to run



away. Now, if a pupil knocks on any of our teachers' doors wanting to talk, they will always make the time to listen to them. You just can't know what is going on in their heads. It could be a life-saving conversation."

Kevin describes the unexpected changes brought about at the school by MHFA as a "cultural transformation", creating a much more "cohesive and collaborative" school, with pupils being disciplined less often.

"There has been a real shift in the atmosphere," he enthuses. "It's changed the whole teacher-student relationship. If there are problems, teachers are more likely to work through them with pupils and support them, rather than punish them. Conflicts between teachers and pupils happen far less."

The school was recently awarded a rating of 'outstanding' in all aspects of its pastoral care during an inspection. The experience has made Mr Collins evangelical about the benefits of the training.

"I think every teacher in every school in the country should be trained in Mental Health First Aid," he says. "Every three years our teachers get training in physical first aid – and a good thing, too. Accidents happen,

children become ill, but why on earth do we disregard their mental health?"

What the future holds

What's the next step for Bradfield? Training their sixth-form students, so they can look out for younger pupils more and look after themselves better. As they embark upon adult life, going to university, what could better prepare them for the pressures and challenges ahead?

And for other schools and wider society? Kevin thinks the problems of mental ill health are definitely not going away.

"This isn't a flash in the pan," he says. "I think addressing mental health will in the future be expected of all organisations. Employers will increasingly put more resource into looking after their employees' mental wellbeing, reaping the economic rewards of more productivity.

"I believe schools, too, will look very different from how they do today for this same reason. It's easy for any teacher to get lost in obsessing about academic results, for schools to become exam factories. But this misses the point. What, after all, can be more important than our children being happy?"

"After attending a Youth MHFA course, teachers are much better at spotting early warning signs, like a change in mood of a child, which might otherwise have gone unnoticed, and intervening."

"It's taken away teachers' fear of mental illness. Now, if a pupil knocks on any of our teachers' doors wanting to talk, they will always make the time to listen to them. It could be a life-saving conversation."

City of London School



“Never before has a training course elicited such glowing appraisals from our teachers. Many of our trained Mental Health First Aiders are already putting their newfound skills into practice in their pastoral and teaching roles.”



City of London School (CLS) is a selective independent boys' day school situated on the banks of the River Thames. CLS was involved in the initial pilot of the newly designed Youth MHFA course. Andrew McBroom, Head of Sixth Form and Staff Development explains how he first heard about the training:

“It was at a Teachology inset conference that I first heard about the Youth MHFA course and I was so inspired by the speaker highlighting the importance of early intervention in mental health that I went back to school with a mission to find out more. I visited the MHFA website and decided that this was exactly the kind of training that our teachers would benefit from, so I contacted the organisation to explore the options. The feedback from staff was hugely positive, so we decided to invest in rolling the training out among a cohort of 25 staff.”

Why we train our staff in Youth MHFA

Aware of the fact that most independent schools pride themselves on their pastoral care offerings, Andrew explains: “It’s very in-vogue for schools to talk about resilience and mental health and of course that’s a good thing but it shouldn’t just be something that looks good on the surface, but when you dig deeper is nothing more than rhetoric. I truly believe that at CLS we practice what we preach and one of our most valuable offerings is the gift of time. If a student knocks on the door and needs to talk, we as teachers prioritise that because in the most extreme case it could be a life-saving decision and if nothing else we have taken the time to listen and hopefully offer some sound advice. Listening non-judgementally is one of the five steps of the process taught on the Youth MHFA course and I think it is one of the most valuable.”

Feedback

Feedback from teachers who have attended the course at CLS has been extremely positive. Andrew says: “Never before has a training course elicited such glowing appraisals from our teachers, and I know for a fact that many of our trained Mental Health First Aiders are already

“It is the structured approach of the course and the supporting materials that makes it so practical and a fantastic tool to have at our finger tips.”
- Andrew McBroom, Head of Sixth Form and Staff Development

Started offering training

April 2015

Staff trained so far

90



putting their newfound skills into practice in their pastoral and teaching roles.

“There is total parity between the feedback that our teachers are giving the course through the evaluation form and the verbal feedback I am getting once the course has been delivered, all complimentary and very positive. It is the structured approach of the course and the supporting materials that we are left with that makes it so practical and a fantastic tool to have at our finger tips.

“A two day course doesn’t make you an expert on mental health but it certainly empowers people. Since completing the training, myself and other staff members have encountered conversations with students where the subject matter is serious and unnerving but the processes we have been taught to deal with such situations have been invaluable. We would have had those conversations regardless of having taken part in the training, but being Youth MHFAiders means we now have the knowledge and confidence to deal with the situation in a much better and effective way. Teachers are very good at giving advice but on the Youth MHFA course you are taught first and foremost to be a good listener and that is something I have really benefited from.”

The students at CLS are positive about their experiences in a school where 100% of the staff have MHFA training. Peter Kandunias, a student in the Sixth Form offers his view: “Teachers play such an important part in our lives, we spend so much time with them so there is definitely a need for some kind of training around mental health issues. As a student at CLS I feel there are so many options for me to talk to teachers if I have a problem and there seems to be a general ethos in the school that it’s OK to talk about these kinds of things.”

Marcus Knight-Adams, also a Sixth Form student, agrees: “I think the expectation to achieve academically alongside all the other things that we have going on in our lives can sometimes lead people to feel overwhelmed and can result in more serious issues, but what really stands out at our school is the feeling that there is always someone you can turn to, whether it’s your form tutor, a subject teacher or head of year. It’s very comforting to know that.”

What the future holds

Going forward, CLS intends to keep its MHFA training up to date with refresher courses and there are also plans to involve parents to a greater degree in the school’s approach to pastoral care.

Concluding, Mr McBroom says: “Adopting a whole school approach to mental health and rolling out the MHFA training to all our staff has created a culture where we can openly talk about the issues facing children and potentially ourselves. This leads to a mutually supportive environment where the issue of mental health is discussed, problems can be addressed and not ignored, with the risk of getting worse.”

“As a student at CLS I feel there are so many options for me to talk to teachers if I have a problem and there seems to be a general ethos in the school that it’s OK to talk about these kinds of things.”

Leeds Inclusive Learning Service



"I strongly feel this training should be done in all schools. It could help stop many children being excluded in the first place."

"This new confidence in talking about mental health stopped us worrying about what to do and stopped things before they could get out of hand... It was a real breakthrough with this family."

"The pupils are really engaged in it. Now, when a teacher sees a child's behaviour deteriorating, they'll draw on the plan to prevent things getting worse."

At the Inclusive Learning Service in Leeds, Liz O'Carroll and her team work with approximately 30 primary school age children. Many of the children have gone through abuse and neglect, and all display significant behavioural issues and have social, emotional and mental health needs.

The Inclusive Learning Service actively seeks to re-integrate children into mainstream education, as well as intervening to prevent pupils from being excluded in the first place. This innovative approach to education is funded by The South Area Inclusion Partnership, with money devolved from Leeds local authority.

Started offering training
September 2015

Staff trained so far
All 18 specialist teachers and support workers

Why we train our staff in Youth MHFA

Liz believes the training will give her team the tools to help the children better control their emotional outbursts, which can be destructive, violent and explosive. The outlook for these children, all previously excluded or at risk of exclusion from school, can seem bleak at times.

"The children we see have got huge emotional issues," explains Liz.

"Schools are expected to engage children like these in learning and hit government levels like every other child. But these expectations are unrealistic. They're so emotionally damaged. How can you expect them to learn like any other pupil?"

Feedback

The team has found the course's structured approach to building up a child's resilience has already reaped benefits. Developing 'Wellness Recovery Action Plans' for each individual boy or girl has started to significantly improve behaviour.

"All of the children have sat down and created plans for themselves with their key worker," says Liz, a teacher with 20 years of experience. "The pupils are really engaged in it. Now, when a teacher sees a child's behaviour deteriorating, they'll draw on the plan to prevent things getting worse. They will build an activity in to the day which benefits the child, such as exercise, baking, a musical instrument or whatever works for that individual child."

Liz's team does a lot of outreach work at schools with struggling children at risk of exclusion, working closely with their parents. She believes the training has helped here too. It's enabled them to be more open, not just when talking to the children about their mental health, but also with their families, addressing issues head-on.



MHFAiders participating in a training session

“Teachers perform extremely challenging roles and it’s important to be able to cope with what are sometimes distressing circumstances. We’re also more supportive of each other now.”

“Before there were questions that we might have shied away from asking because we were afraid of making things worse,” she says. “Now we’re all more confident about asking direct questions about how someone feels. There was one boy whom we suspected had been self-harming. He said he’d just fallen over. In private, his key worker asked straight out the question everybody had been asking themselves and he opened up about it, and why he was doing it. We would have got there in the end but this new confidence in talking about mental health stopped us worrying about what to do and it stopped things before they could get out of hand.

“His key worker has also talked to his mum about it, and she now knows how to help him, which is great. Families and children tend to be very wary when you talk about their mental health. But he was able to talk to them in a de-stigmatising way in a language they could relate to, explaining everybody has got mental health needs. It was a real breakthrough with this family.”

One of the unexpected benefits of the MHFA training was how the team – including experienced teachers, behaviour support workers, and special needs teachers – were brought together by it.

“My team is pretty robust,” says Liz. “You’ve got to be fairly tough for this job. But during the course, they eased into being comfortable about talking about certain personal things. They’re a new team and the course helped them develop a better understanding of each other really quickly. They’re still talking about the course two weeks on, which is pretty unheard of for training in my experience.

“It also helped many of them to deal better with their own emotions. They perform extremely challenging roles and it’s important to be able to cope with what are sometimes distressing circumstances. We’re also more supportive of each other now. People are thinking more about how to look after each other, especially now we know more about how to help. We’re talking to each other more about what we find stressful at work and what we can do about it.”

“I’ve also noticed people will say to me ‘I’m really down today,’ for example, which they would never have said before. One said to me ‘you know that training couldn’t have come at a better time. I’ve been really depressed, but it’s helped me put things in perspective a bit and look after myself a bit better.’”

What the future holds

Liz is excited about the potential benefits for the children in their care: “I think we were all pretty good at looking after our children, but the course has definitely given us a lift and given us some really useful ideas,” she says.

“I hope we will now start getting a slightly greater proportion of our children back into mainstream education – and get them back quicker, whilst also helping schools to look at MHFA with all children in order to keep them in school in the first place. This is vital for us, it’s our mission. It’s how we can change children’s life chances, which is what we’re all about. I strongly feel this training should be done in all schools. It could help stop many children being excluded in the first place.”

There are a variety of options for Youth MHFA courses to suit your organisation. All courses are delivered by our Gold Standard Associates who have attended the seven day instructor training programme accredited by the Royal Society for Public Health. Our quality assured Associates have been recruited due to their diverse backgrounds in education and youth work, experience in mental health, and ability to engage and motivate participants.

Youth MHFA (2 days)

The original Youth Mental Health First Aid course is an internationally recognised training course designed to teach people how to spot the signs and symptoms of mental ill health in young people and provide help on a first aid basis.

Who is it for?

Anyone who teaches, works, lives with or cares for 8 to 18-year-olds, including young people themselves from age 16 upward.

What will I learn?

The training is designed to fit into four manageable chunks:

- _ What is mental health?
- _ Depression and anxiety
- _ Suicide and psychosis
- _ Self-harm and eating disorders.

Within each section there is clear focus on the issues faced by young people today, including bullying/cyber bullying and substance misuse. The course also teaches the importance of promoting protective factors and good parenting. Everyone will receive a copy of the Youth MHFA manual which is an excellent support resource and when you have completed the course you will be a Youth Mental Health First Aider.

How will it help?

The course will:

- _ Give a deeper understanding around the issues that relate to young people's mental health
- _ Teach practical skills that can be used every day, including being able to spot the signs and symptoms of mental health issues.

Research and evaluation shows that taking part in an MHFA course:

- _ Raises awareness and mental health literacy
- _ Reduces stigma around mental ill health
- _ Boosts knowledge and confidence in dealing with mental health issues
- _ Encourages people to start a conversation with a person who may be experiencing a mental health issue
- _ Promotes early intervention which enables recovery.

Maximum capacity

16

Youth MHFA for Schools and Colleges (1 day)

Based on our two day Youth MHFA course, this training has been designed specifically with schools and colleges in mind. As a one day course, it fits perfectly into school inset training days and busy school timetables, making it accessible for state and privately funded primary, secondary and further education settings.

Who is it for?

Teachers, support staff and parents

What will I learn?

The key topics covered are:

- _ What is mental health?
- _ Depression and anxiety
- _ Suicide and psychosis

_ Self-harm and eating disorders.
The day will include a mix of presentations, group discussions and workshop activities, with our instructors providing a safe learning environment where participants are supported throughout the whole course. At the end of the day, everyone will receive a copy of the Youth MHFA Schools and Colleges manual which is an excellent reference and support resource.

How will it help?

The course will:

- _ Give an understanding around the issues that relate to young people's mental health

_ Teach practical skills that can be used every day, including being able to spot the signs and symptoms of mental health issues.

Maximum capacity

16



Youth MHFA Lite (3 hours)

Youth MHFA Lite is an introductory course designed to raise awareness of young people's mental health and the issues that can affect this age group. It is not intended to replace our two day Youth MHFA training course but is a good introduction to those interested in young people's mental health.

Who is it for?

Anyone who teaches, works, lives with or cares for young people, including young people themselves from age 16 upward.

What will I learn?

Our Youth MHFA Lite instructors deliver training that enables you to:

- _ Gain a wider understanding of some issues surrounding young people's mental health
- _ Interact more effectively with young people who are experiencing mental health issues
- _ Get an insight into the full two day Youth MHFA course and the benefits of becoming a Youth Mental Health First Aider.

How will it help?

The course will:

- _ Explore the issues around young people's mental health and how to relate to them
- _ Help you to support young people who may be experiencing mental health issues.

Maximum capacity

25

For details on Youth MHFA course bookings and delivery options, please contact us at info@mhfaengland.org, telephone **020 7250 8062**, or visit our website www.mhfaengland.org

Instructor Training (7 days)

Although many organisations are keen to have our Gold Standard Associates deliver our courses, some decide to train their own staff to become Youth MHFA instructors. Once qualified they can go on to deliver our courses in a timeframe and method which 100 per cent suits the needs of the organisation. Having a fully qualified instructor in your organisation is a cost-effective, sustainable way to roll out the Youth MHFA course to staff. Accredited by the Royal Society for Public Health, our instructor training gives participants all the tools needed to deliver successful Youth MHFA courses.

Youth MHFA instructors in schools:

Youth MHFA instructors such as Kevin Collins, Deputy Head at Bradfield College, can deliver the course both internally and in other schools.

Siobhan Robinson, Pastoral Manager at Bacup and Rawtenstall Grammar School, is a qualified instructor who delivers Youth MHFA courses to her colleagues.

Liz O'Carroll at LILS is training to be an instructor in order to deliver Youth MHFA courses across Specialist Learning Centres in the Leeds area.

Learning outcomes

You'll learn how to deliver the Youth MHFA course to other people. Our national trainers will mentor you to teach others to be aware of the psychological and emotional needs of young people aged 8-18 years and enable them to support a young person who might be experiencing mental and emotional distress. The focus is on promoting young people's emotional wellbeing and the factors that help safeguard and protect them.

How will I learn?

The instructor training programme takes place over seven days and is usually spread out over four weeks. This allows you to become familiar with the material and reflect on your learning.

Days 1-2: You will experience the Youth MHFA course as delivered to gold standard by our highly experienced national trainers.

Day 3: You'll hear from a variety of speakers from a mental health related background. These sessions could include discussions with people who have experienced mental health issues when they were younger, a carer of someone with mental ill health, or someone from a medical background. Topics will cover a range of factors contributing to mental ill health.

Day 4-5: This will be your chance to deliver a session on a topic relevant to the course. You will be given a 1:1 feedback session with your mentor.

Day 6-7: You will deliver a section of the Youth MHFA course and gain peer to peer feedback. There will also be another 1:1 feedback session with your mentor.

Attendees will be expected to do approximately 20 hours of their own study outside of the seven days. This will include time spent on preparing delivery materials for days 4-5 and 6-7.

You will have access to your mentor throughout who will be happy to help if you need some guidance along the way.

Requirements

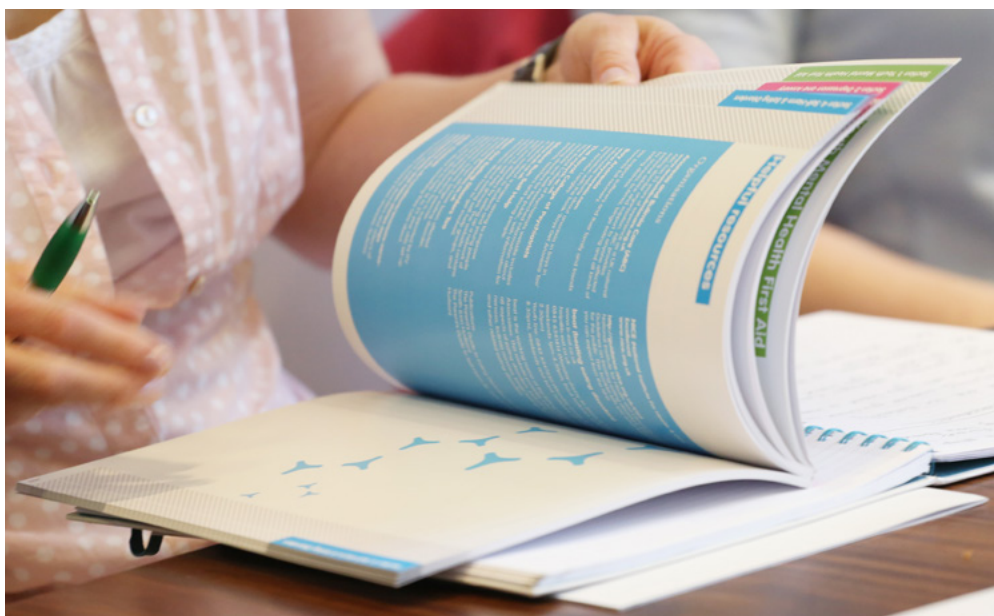
Following the training, you'll be required to co-deliver two Youth MHFA courses within a year to become an approved instructor. Once approved, instructors can deliver courses solo, both in their own organisation and externally.

To remain a Youth MHFA instructor, you will need to do the following each year:

- _ Deliver two courses, or as many as possible.
- _ Ensure everyone who attends your courses receives a manual and workbook that can be purchased from MHFA England.
- _ MHFA offers continuing professional development events to expand your portfolio of courses (e.g. Youth MHFA for Schools and Colleges, Youth MHFA Lite). Or you can attend an external event relating to mental health or training skills.
- _ Renew your annual membership. The current membership fee is £65.00 as of April 2016.

How to apply

Go to mhfaengland.org/instructor-training/instructor-youth/ to find out more and download an application form. If you have any queries, please email us at training@mhfaengland.org or telephone 020 7250 8062.



Price list

Youth MHFA courses

Course	Length	Cost per delegate (based on full capacity) exc. VAT	Price exc. VAT	Max course capacity
Youth MHFA	2 days	£167.25	£2,676.00	16
Youth MHFA for Schools and Colleges	1 day	£117.25	£1,876.00	16
Youth MHFA Lite	3 hours	£59.00	£1,475.00	25

Prices include:

- _ Delivery
- _ Trainer fee
- _ Training resources
- _ Certificate of attendance
- _ Full administrative support from MHFA England
- _ Customer Service support from MHFA England
- _ A Client Relationship Manager to oversee all deliveries
- _ Post-delivery reports if needed.

Prices exclude:

- _ Venue hire
- _ Catering
- _ Cancellation fees of up to 50% if confirmed dates are cancelled or rescheduled
- _ VAT (please note manuals and resources are zero rated for VAT).

The following items are optional:

- _ Bespoke design fees starting at £650 i.e. tailored case studies, stats and referral pathways

- _ MHFA materials such as bags, pens, stress balls or badges starting at £1.50 per unit.

- _ It is in the best interest of the organisation to fill courses to capacity as costs are charged per course. Price per delegate will change dependent on the number of delegates attending.

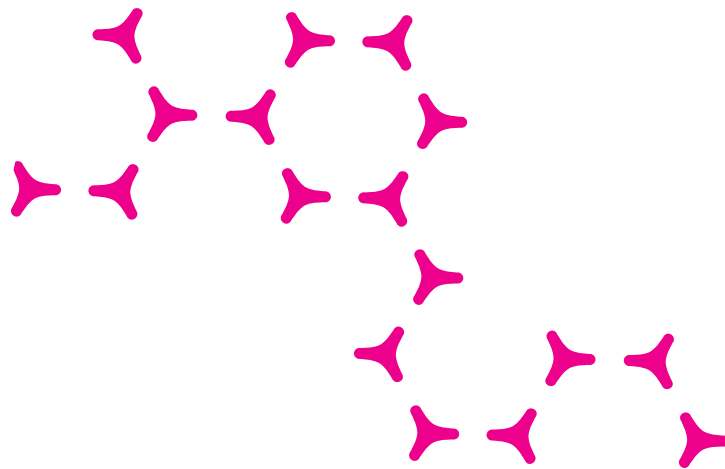
Youth MHFA Instructor Training

Course	Length	Price exc. VAT
Youth MHFA Instructor Training	7 days	£2,281.45

The price includes:

- _ All training materials
- _ Access to the instructor only area of the MHFA website
- _ One year of mentor support.

Cover image: the Youth MHFA 'Recovery Tree'



For details on Youth MHFA course bookings, prices,
and delivery options, please contact us at:

[**info@mhfaengland.org**](mailto:info@mhfaengland.org)

020 7250 8062

or visit our website:

[**www.mhfaengland.org**](http://www.mhfaengland.org)