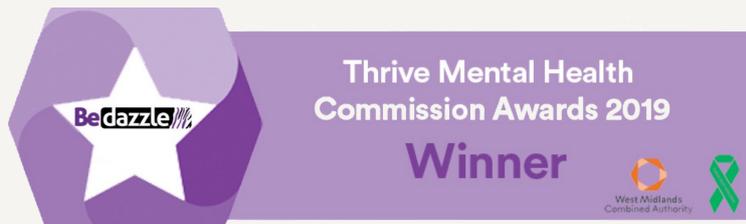




Be dazzele

be·daz·zle: /bəˈdazəl/: verb. To greatly impress
(someone) with outstanding ability.

SOCIAL, EMOTIONAL, MENTAL
HEALTH & WELL-BEING SUPPORT
FOR SCHOOLS



Contact Us

- * PERSON CENTRED *
- * HOLISTIC APPROACH *
- * SOLUTION FOCUSED *
- * EMPOWERING CHANGE *

ABOUT US

Our vision is that every young person feels their capacity to Bedazzle!

Our founders, lifelong professionals working in public health, education, and care, have seen this belief slipping incrementally over the past decade. It was for this reason we established Bedazzle, as a charitable organisation in April 2016. Our launch event; “Speak Up” involved over 50 young people, who helped shape the charity and the services we offer.



Our aim is to help our communities achieve greater well-being with person-centred programming, which often incorporates physical activity, nature, the arts and creative outlets. Fostering an holistic approach, involving teachers, parents, carers, and other professionals supporting each young person, we pride ourselves on being able to offer timely and effective interventions. Mental Health and the widening range of risk factors for our young people do not discriminate. More than ever responsibility is being placed on schools to be pro-active in the support they offer.



We work closely with other local and national children's services to ensure we are continually reflective in our own practice and following and informing latest policy and guidance. In 2019 we were awarded a Thrive Mental Health Award for our work in the Black Country, from the West Midlands Combined Authority and are affiliated members with the following key organisations:



Research on Neuroscience and well-being is advancing all the time. We draw on the work of many great practitioners and organisations to underpin our approach. We recognise the journey to well-being requires differentiated types and levels of support, dependant on individual circumstances and where they currently sit on the continuum.

"Well-being is demonstrated by what you do, rather than how you are...enacting 'well-being' requires your mind, body and soul and therefore your science, craft and art"

Dr Nick Baylis, 2012

**It's about having both:
the skill...and the will!**

No absolutes Maximum mental wellbeing/fitness The continuum ...

Severe diagnosis No diagnosis

Minimum mental wellbeing/fitness

MHFA England

DBT teaches the following skills:

MINDFULNESS
Being aware of the present moment without judgement

EMOTIONAL REGULATION
Understanding and reducing vulnerability to emotions, changing emotions

DISTRESS TOLERANCE
Managing a crisis without worsening the situation, accepting reality as it is

INTERPERSONAL EFFECTIVENESS
Getting needs met, maintaining relationships, increasing self-respect in relationships

The trustees oversee the running and compliance obligations, with backgrounds in education, pastoral care, mental health nursing, compliance and finance. Our ambassadors and volunteers bring an array of skills in areas conducive to health, well-being or in other specific areas of our work.

PRIMARY PHASE

Much of our work over the past five years has been within the Primary Sector, developing interventions and support programmes that meet the varying needs we see in our schools across the West Midlands.

Those who have seen most impact have placed one of our team in school once a week to support with pastoral and behaviour work, SEND and Social, Emotional and Mental Health needs.

With a diverse team of specialist staff, with different skillsets, resources and a flexible approach, we can personalise timetables and tailor programmes based on the demographic and population of your young people and wider community.

Whilst we pride ourselves on being creative in our response to individual needs, we have a range of effective interventions that our team can offer to support children, staff and parents alike. Our support has also included attending many school fayres, community events and organising and delivering annual well-being weeks!



Bedazzle Team & Milking Bank SLT

"The work of Bedazzle is invaluable in supporting our children's SEMH needs. We always need more!"

**Emma Mullett,
Assistant Head & SENCo**

SECONDARY PHASE

To date, our engagement with Secondary Schools has been more project based. This has included whole school, year group or focused intervention work, alongside 1:1 emotional support sessions.

We have worked with partner schools to offer support to children in care, school refusers, establishing alternative provision within your school and supporting those at risk of exclusion, as well as those facing temporary adversity or trauma, unable to access or engage with other local services.



The education team have also delivered programmes and workshops for pupil premium and key marginal students to support with motivation, engagement and ultimately achievement.

Many schools have chosen for the targeted interventions to have a ripple effect on the whole school community, organising fundraising or awareness days. One school even organised a mental health conference, inviting other local schools and another recorded and released their own single.

"Nowadays, the pressures upon young people, their families and their teachers; emotional well-being is easily overlooked. This is why the work of Bedazzle is important to me !"

**Elsadiq Salim,
School Governor**



Hendon School Stamp Out Stigma Conference

UNIVERSAL OFFERS

Our universal offers are those that can be delivered across the whole school community, to raise awareness of Mental Health and promote positive well-being. Some examples of our offers that can be delivered ad hoc, or as part of a rolling programme:

- Assemblies and form time resources for each key stage
- Well-being week whole school curriculum
- Themed/focused awareness days and PSHE workshops
- Community events and challenges



We also support school leaders, on an operational level to adopt a whole school approach towards Mental Health, by offering

- Audit of current provision & action planning
- Developing policies and putting them into practice
- Whole school surveys complete with data analysis
- Well-being Award for Schools, from the NCB



"You can always rely on their positive energy to promote good mental health, across the school and beyond"

**Karen Brass,
Headteacher**

Our home learning resources produced to support Children's Mental Health Week, in lockdown

HENDON'S STAMP OUT STIGMA CONFERENCE

"On the day it was very impressive to see over 100 guests from different schools and organisations across Barnet, ranging from year 7s to year 13s and staff members, which shows how seriously people are now taking mental health.

A keynote speaker started the day off with a presentation which opened the eyes of the audience; through videos, anecdotal stories and explaining the difference between empathy and sympathy. There were two workshop sessions, one on either side of a lunch break and each with about 5 different sessions running. The workshops ranged from emotional eating, understanding self-harm, yoga and physical remedies, social media and mental health, as well as stress management which I myself took part in.

Outside professionals ran the workshops and feedback was positive throughout. The stress management one I was involved in taught us about small day-to-day adjustments we can make to calm our minds and perform at our best more often. For example: drinking plenty of water, talking about our problems, and even hugging more often. I think it's fair to say that everyone who came along learnt at least one thing about mental health!" - Sharmarke, Head Boy.



MILKING BANK WELL-BEING WEEK



"Well-being Week saw the normal timetable collapsed for the week with school staff using resources and activities focused around the 5 ways to well-being. The school also incorporated their sports days into the week. Nursery and KS1 participated in a daily mile nature trail and met mascot Zi-Zi at the end of their walk. Year 6 pupils were gifted a brand new bike to take with them as a reward for their excellent work, thanks to the generosity of BT.

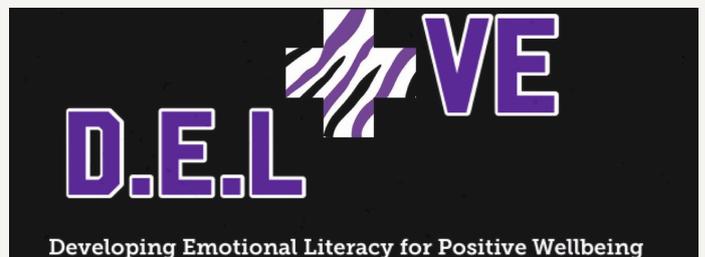
Despite being in the thick of rehearsals for the school production, also happening that week, Year 6 still managed to find time to participate in sponsored challenge on the exercise bike as a way of showing their gratitude for their new wheels! Their teachers even got involved!



The week also included a tea and talk morning for parents, to introduce them to offer some practical tips for supporting the Mental Health of their children. Staff had their own relaxation sessions and a shared lunch on Friday where they took time out of their classrooms to actually sit and enjoy their lunch, together. We closed the week with a non uniform day and a "Big Dance", which saw each class participate in a dance off on the school field." - Mrs Davis, Deputy Head.

TARGETED INTERVENTIONS

Our targeted interventions can be delivered to whole class groups, or smaller groups of students identified through whole school audits, surveys or other monitoring systems, such as behaviour logs. Some schools have developed focused groups for students who may present needs, but don't meet thresholds for other in school provision or local authority services. Our intervention programmes and resources can all be adapted and tailored to suit relevant key stages, with common targets or desired outcomes.



Much of our work is focused on preventing the onset of mental ill health or poor well-being, by teaching skills that will empower participants. They cover topics such as our health, education, the arts as a creative outlet and life skills for coping independently.

"Bedazzle helps our young people get the help they need, when they need it most and gives them the skills to help themselves"



**Robert Fox
Headteacher**

SHOOTING STARS - SUPPORTING TRANSITION

Shooting Stars was originally developed to support Year 6 students on their return to school in June 2020, following the first lockdown. Its initial focus was to promote the interpersonal skills needed for a smooth transition to secondary school - skills usually acquired through school productions, residential trips and experiencing success with SATS, all the things this year group had missed. We devised six workshops on the themes of aspirations, contributions, our supports, learning styles, confidence and communication skills.

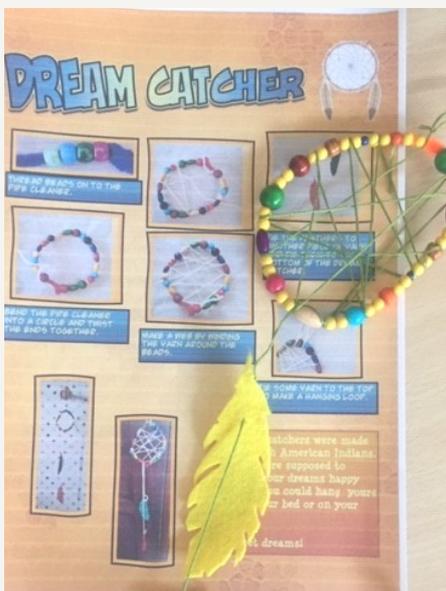
The smaller bubbles worked well. Each participant completed an entrance survey, scoring themselves in these areas. The exit surveys from each of the bubbles, across 3 pilot schools was unanimous in showing improved average scores in all areas. It has since been adapted for other years groups and key transition points.



The image shows the 'Shooting Stars' program logo at the top, featuring the 'BeDazzle' brand name and the text 'SHOOTING STARS' surrounded by purple stars. Below the logo is a purple award badge that reads 'Thrive Mental Health Commission Awards 2019 Winner'. The main activity sheet is titled 'Shooting Stars' and includes the instruction 'Colour in the stars as you achieve the goals!'. It features three columns of goals, each with a star icon and a list of objectives:

- CONTRIBUTION**
 - I can recall occasions where I have given back to my community and how it felt.
 - I am able to raise awareness of issues that are important to society.
 - I have participated in small acts of kindness.
- CONFIDENCE**
 - I can recognise and celebrate my own strengths.
 - I know what makes me unique and feel comfortable with that.
 - I can talk confidently in front of an audience about a topic of my choice.
- COMMUNICATION**
 - I know how to listen actively and to give engaged feedback.
 - I understand the importance of non-verbal communication and can use this to help me.
 - I can explain my ideas using various methods of presentation.

Text on the right side of the sheet describes the program: 'Whole class or small group interventions', 'Weekly sessions for targeted children within KS2 for 6-8 weeks', 'Interactive and reflective sessions', and 'Entrance and exit surveys for school data to show impact'. At the bottom, it lists 'Sessions include:' followed by 'Videos', 'Written Reflection', 'Practical activities and games', and 'Discussion'.



Activities can be adapted to best suit the group, whilst content remains loosely the same. For example, the aspiration session focuses on dream catchers to inspire discussion on hopes for the future, whilst learning about inspirational people. The contribution session focuses on a coat of arms, personal traits we possess and how we can give back to others.

INDIVIDUAL SUPPORT

Often, when young people are experiencing adversity or are overwhelmed by the stress factors in their life, they will demonstrate this through their behaviour.

In order for support to be effective, it needs to be relevant, timely and measurable. Referrals can be made by teachers, parents or the young person themselves.



Once a relationship of trust has been established, depending on the young person's situation, their skills and interests, a programme for support will be agreed. These may include:

Solution Focused Brief Therapy



This technique only gives attention to the present and future desires of the young person, rather than focusing on past experiences. It encourages the client to imagine their future as they want it to be and to collaborate on a series of steps to achieve that goal

Key principles that underpin the approach:

- Work with the person, not the problem
- Look for resources, not deficits
- Explore possible and preferred futures
- Determine skills that will contribute



Drawing and Talking



A gentle, non-intrusive method of working with children who perhaps struggle to talk about their emotions and feelings and may have experienced trauma or adversity in the past. Drawing and Talking can gradually help the brain rework old events, detoxifying memories so they can react in a different way to situations.

Dialectical Behaviour Therapy



DBT incorporates CBT and Mindfulness, offering a balance of acceptance and change strategies. This can be helpful for dealing with things out of our control or influence

By recognising, observing and noticing our feelings, it can help us to react in ways that empower us. DBT is skills based, goal orientated and aims to decrease negative behaviours and increase positive ones.

Emotion Regulation Mindfulness Interpersonal Effectiveness
Distress Tolerance

Some young people may only require a couple of sessions, whilst others may need a longer, more structured programme. Our team have supported many young people across all key stages to process and cope with:

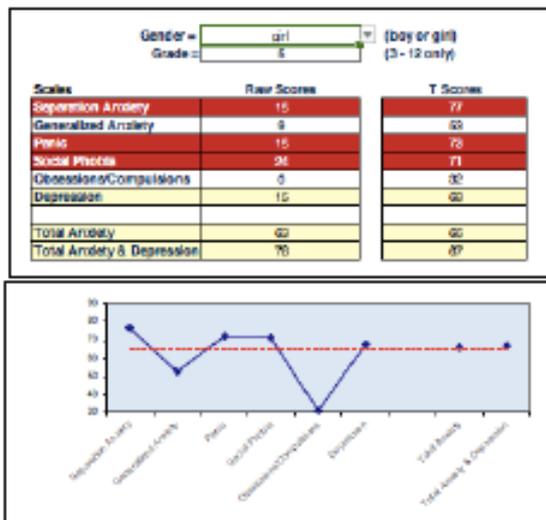
- Death and terminal illness of a loved one
- Family changes - births, separations and marriages
- New beginnings and transitions
- Life in care
- Identity and relationships
- Physical and Mental Health diagnosis

"With Bedazzle's help my son overcame his anxiety, which was presenting as anger. They helped him understand his anxiety, identify triggers and know who and when to ask for help"

**Helen Jones,
Parent**

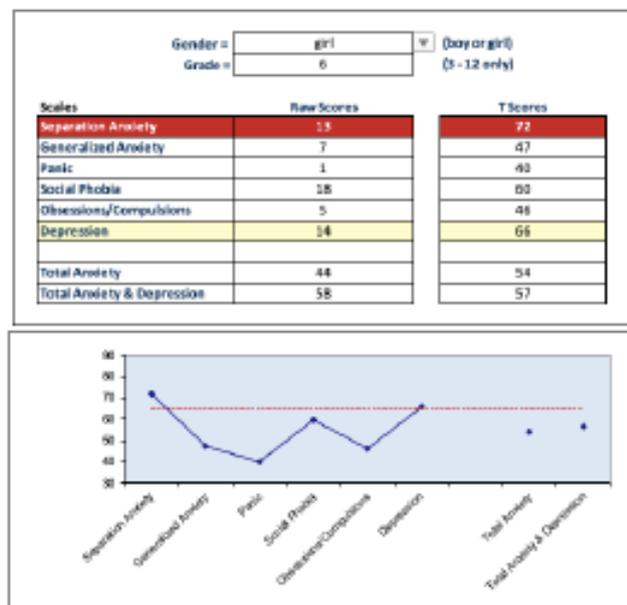
CASE STUDY - 1:1 SUPPORT FOR ANXIETY

Following staff concerns and presenting extreme anxiety, IF was referred for in school support, in Year 5. Mom attended a meeting to discuss difficulties and shed some light on observations seen outside of school. Mom engaged with external supports (Be You and BEAM) and school nurse. Both completed an RCADS questionnaire and the results can be seen here for IF's own initial responses:



She attended weekly sessions over 3 terms and participated well in various 1:1 talking therapeutic sessions. She was also assigned a key worker for support to implement strategies and learning from our sessions. Activities were scaffolded to help build her self esteem and address her anxieties by exploring her feelings in different situations. This was done with activities such as Positive thoughts journals, drawing and talking, social stories and goal setting to safely help her explore stepping outside of her comfort zone.

In year 6 she had been able to find a small but trusted support circle of friends, had found confidence in using her voice and able to communicate effectively with a range of different adults in school and even won a story telling competition in class, something she would never have initially contemplated joining in with when we first met her. The key was providing a safe, non judgemental and consistent support. Whilst SATs and Transition to Secondary created new obstacles for her to overcome you can see the difference in her responses to the RCADS around 12 months after the initial one was completed.



Just wanted to take a minute to thank you for all you have done for. You've helped her so much, a lot more than u probably realise and she thinks such a lot of you. She's really sad to not be able to work with you anymore. Thanks again for all you've done for her and you've really made a big difference to my girl

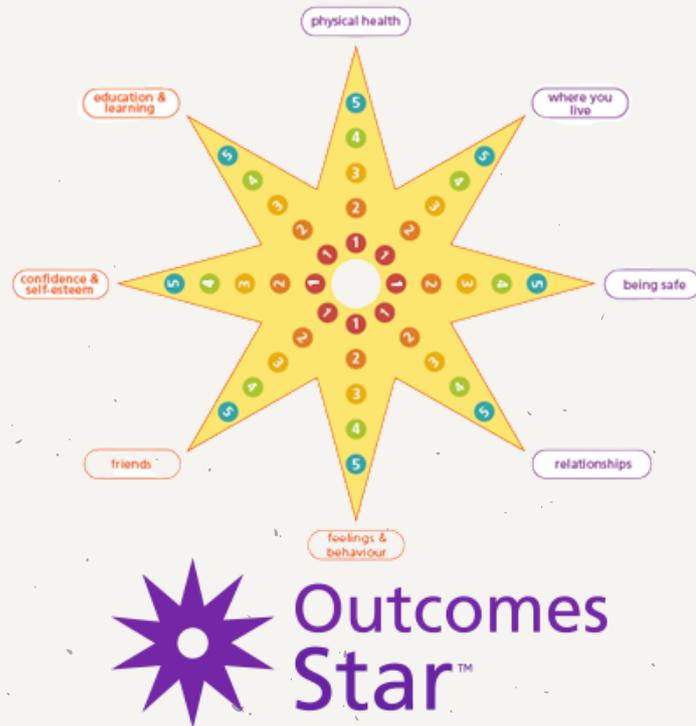
We were able to consult with other local services who could offer support to the family over lockdown and in the beginning of Secondary school if needed. We were delighted to receive this text from Mom on the last day of term.

EVIDENCE INFORMED PRACTICE

We have recently implemented Outcomes Stars into our group and individual interventions. It is a tool that measures attitudes and engagement against a journey of change.

Through regular reflection against evidence informed outcomes between the young person and key worker, an action plan of tailored support can be implemented and monitored dependent on where they are on this journey.

There are a number of stars, some with more academic or functional skills focus. Others can be utilised to support young people and families coming to terms with diagnoses of SEND, physical conditions, those experiencing poor mental health, looked after children and young carers to name but a few. This approach empowers change by making the individual voices heard. It promotes a consistent, holistic and asset based approach to support and intervention work, at the same time evidencing meaningful outcomes. The stars focus on knowledge, attitudes, motivation and skills.



As well as the outcomes stars, we utilise other measures, such as Strength and Difficulties Questionnaires which can help to identify areas of focus for development from emotional problems, conduct, hyperactivity or peer problems.

A young person may be referred at different stages of the journey of change. These tools allow us to measure impact by the distance travelled, with the support offered.

ACCREDITATION & AWARDS



Knowing the benefits of the arts for our well-being we are a fully registered Arts Award Centre. The awards support young people to develop as artists, individuals and reflective learners.

They offer young people the opportunity to develop creative and leadership skills, with recognition through a nationally recognised qualification. There are five levels of award learners can complete - Discover, Explore, Bronze, Silver and Gold. The Gold award carries UCAS points for learners.

The awards explore participation in the arts, being an audience and sharing skills learnt. The higher awards have more independent learning requirements.



We also offer Youth Achievement Awards. These work in a similar way to Arts Awards, blending directed, group and independent learning with a focus of social action.

They also offer Bronze, Silver and Gold awards. The awards require learners to identify individual goals and responsibilities linked to group projects that work to raise awareness of the issues most relevant in their community and to encourage young people to become agents for change.

STAFF AND PARENTS

Supporting young people with emotional needs or mental ill health requires a consistent approach, which is why much of our work is about joined up thinking and sharing of strategies that can implemented at home or in the classroom. One way we do this is to create collaborative positive behaviour plans.

We also support staff and parents, by simply offering the non-judgemental listening ear of a Mental Health First Aider in 1:1 sessions to discuss strategies for their young people, or indeed their own well-being.

Some schools have opted to run training and coaching for parents, as well as staff too.

HOW TO HELP ME FEEL SAFE, SUCCESSFUL & BE READY TO LEARN

THINGS I FIND DIFFICULT TO COPE WITH



Friendships and fallouts - feeling left out or that people have been unkind

Feeling jealous - when others have new things or get attention

When I find work is too hard

HOW YOU CAN HELP ME TO CALM DOWN



Being outside - the cold air helps me calm down

Being left alone - not talking to me till I am ready

Drawing or colouring in might help

Watching something on an ipad

WHAT IT MIGHT LOOK LIKE WHEN I NEED HELP



I might run away from people

I might not follow instructions

I get sassy

I might hit out or swear
My body tenses and I hug myself

WHAT IT MIGHT LOOK LIKE WHEN I'M READY TO LEARN



I might start to smile again

I might nod or gesture to answer questions

My body will relax and I will unfold my arms

TEA & TALK



You cannot pour
from an empty cup,
Take care of yourself first!

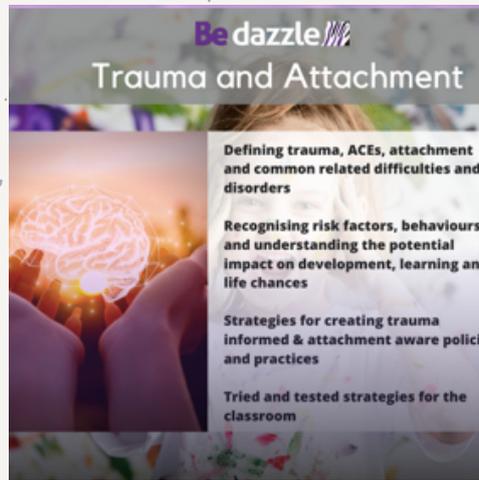


Parent's Mental Health Aware Course

"We feel like we can talk to our kids in a more positive and supportive way about their mental health"

**Matt & Michelle,
Parents**

Our training and coaching for staff in school, ranges from accredited Mental Health First Aid England courses, to our own in house bespoke CPD sessions and regional training webinars for the National Education Union. Sessions can be hosted in your school setting or virtually. We run public courses, open to all or can design private training packages to meet specific needs.



The MHFA England courses have three levels; the half day awareness course - which serves as an introduction and over view, the one day champions course - which explores a little more in depth and the full two day First Aider course - which explores in detail the various mental illnesses our young people may experience.



"Not only do I feel confident in supporting the children in school I also feel these skills can easily be transferred into my personal life."

**Julian Morgan,
School Mentor**



One of our open Mental Health First Aid courses



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