42nd Street's Mental Health

Support Offer: For Schools,

Colleges and Education Settings



www.42ndStreet.org.uk 42nd Street is a charity reg in England No. 702687



About Us

42nd Streets vision is for inclusive, accessible mental health and wellbeing support and opportunities for all young people aged 11-25.

Our shared mission is to support young people with their emotional well-being and mental health by offering a choice of effective, creative, young person-centred, trauma-responsive and rights-based approaches. By working collaboratively, we demonstrate local impact with national significance to drive pioneering approaches and meaningful change that makes a positive difference to the current and future lives of young people.



Social Objectives

Our social objectives underpin everything that we do, keeping us focused and with a clear sense of purpose; our social objectives are to:

Improve young people's mental health and wellbeing underpinned by a trauma-responsive approach.

Ensure young people feel empowered to make decisions about their own lives, campaign for social justice and influence system change for the future.

Embed systemic anti-oppressive practice and cultures that champion inclusion.

Listen to and learn from young people to inform, educate, raise awareness and celebrate their expertise and insight.



Value-Driven Business Objectives

Our Value-driven business objectives will ensure that we have the culture, infrastructure, and enablers required to deliver our vision, mission and social objectives

WE ARE WELCOMING

We recognise the widespread disempowerment experienced by many young people and seek to addresses the health, social, cultural and economic inequalities and inequities that exacerbate this, ensuring that 42nd Street is proactive and accountable in doing all we can to make young people feel listened to, valued, included, safe and unique.

WE PROMOTE CHOICE

We ensure that young people feel empowered by having access to meaningful choices throughout their journey of support.

WE RECOGNISE AND CELEBRATE DIVERSITY

By harnessing the individuality and intentional diversity of our workforce we strengthen quality and outcomes, and are reflective and responsive to the needs of our communities.

WE ARE COLLABORATIVE

We serve our wider community as an anchor organisation through collaborative and generous relationships that focus on impact over organisational gain, and drive improvements in communication, efficiency, young people's experiences and shared learning.

WE ARE SAFE, TRUSTWORTHY AND AUTHENTIC

Transparent and robust monitoring provides the foundation for accountable quality improvement and ensures we are safe, effective and have a reputable voice across sectors and systems.

WE ARE CURIOUS

A culture of shared learning is supported by an environment where vulnerability feels welcome and results in pioneering work, innovation and research.

WE ARE INVESTED IN SUSTAINABILITY

Evidence-based decision-making ensures our organisation is effective, efficient and adaptable whilst the responsible use of resources and financial stability invests in the future of our organisation and our community.

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Our work in schools and colleges

For over 30 years, 42nd Street has been providing a mixture of one-to-one confidential sessions and groups sessions with young people who are struggling with their emotions alongside support and professional development for the wider whole school, whole community approach with education colleagues.

This portfolio highlights our range of one-to-one support and therapeutic, creative groups and identify based group work and the support we can offer the wider education team. We are now recognised nationally as leaders in the impact of creativity and group support on young people's mental health.

Offering groups to young people can provide an increased sense of belonging and is an opportunity for students to meet others, to make new friends and tackle the highest presenting mental health issues of isolation, low mood, low confidence and anxiety.



Our approach

We tailor support to the needs of the young people and the educational establishment. We understand that young people face a number of challenges in their day to day lives including family, relationships, pressure to achieve, bullying, discrimination, low self-esteem and loss.

We work alongside young people in partnership with our education colleagues, to empower and explore how young people can better understand themselves and others, recognise the barriers they need to overcome and develop the skills and tools they need to thrive.

Our practitioners have a wide variety of experience and skills including all of which underpin the psychosocial support needed for young people with complex intersectional experiences that require a trauma-responsive approach. "42nd Street makes me feel joy and gives me something to look forward to." Year 8 pupil

Using a combination of quantitative and qualitative tools, we measure improvements in student wellbeing, emotional health, autonomy, expression, and their relationships with adults and the wider impact on attendance, behaviour, and engagement—and we are proud of the long-term impact we've seen.

School Testimonials:

"[MHP] has worked hard with a varied cohort of students this term. In some cases the level of need has been quite high and she has made a real difference to some youngsters with complex presentationWhilst attendance and behavior points do not point to unreserved improvement for every client, it's safe to say that all the students with whom [MHP] worked this term have improved in selfesteem and awareness and all have really appreciated having the opportunity to benefit from working with her". "The MHP has continuous contact with myself and the other support staff in the school. He always highlights any safeguarding concerns so we can work collectively to support students. The school has a robust support system for students, of which the MHP is a part. We work well with students and parents to ensure continuity and clarity about roles and responsibilities. We welcome input from the MHP, as he comes with a lot of experience and knowledge which he brings to our team."





1	ONE-TO-ONE SUPPORT IN
	SCHOOLS AND COLLEGES

2 BEYOND WORDS

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- 3 STEP-IN PROGRAMMEME: EMPOWERING YOUNG PEOPLE, TRANSFORMING SCHOOL CULTURE
- ADVOCACY HOUR PROGRAMME: EMPOWERING YOUTH, AMPLIFYING VOICES
- 5 IDENTITY BASED SPACE
- 6 ONLINE SUPPORT OFFER: SUPPORT THAT MEETS YOUNG PEOPLE WHERE THEY ARE
 - STAFF WELLBEING AND SUPPORT: STRENGTHENING THE ADULTS AROUND YOUNG PEOPLE

"Somebody outside of school to speak to I felt comfortable to talk in here Space to talk about my worries without backlash." 97% I feel that the people who saw me listened to me

"I could come and see you in college and you were there for me, having someone be there for me is new."

> 97% My views and worries were taken seriously

87.5%

I feel that the people who have seen me are working together to support me

89%

If a friend needed this sort of support, I would suggest them to come here "It is very good and it helped me, especially when I was having a bad day in college. It was good knowing that there was always someone to talk to."

> 100% I was treated well by the people who saw me

"It was really good and was very useful for me, by helping me in and out of school."

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"They were very relaxed sessions which helped relieve a lot of pressure around counselling. In the past I have felt quite pressured and stressed about what I am supposed to talk about in these sessions with other organisations, but this one felt very safe and calming."

One-to-One Support in Schools and Colleges

This support consists of embedding a 42nd Street Mental Health Practitioner (MHP) at your school or college on a fixed day (or days) during the week. This package of support includes:

4 x 45–50-minute sessions per day of psycho-social support, for a period of up to 12 sessions, with the option to extend support up to 20 sessions if required.

Whole-year support, which offers students the option of continuing sessions during the school holidays.

An introduction meeting between the MHP, and a member of the Schools and Colleges Management Team prior to the MHP starting at your school, to agree on the practical day-today operations, and service specification, and referral criteria.

Support with your Whole School Approach, providing advice and guidance on general mental health needs and presentations, with the option of providing one-off activities such as assemblies and workshops.

- Options to provide a one-to-one introduction session with young people the school has identified as potential referrals.
- Accessible Schools and Colleges Management team, to answer queries and complete review meetings.

"I always felt heard and not judged about the things I wanted to talk about. They always made time to talk about things I wanted to rather than just check-ups."

> "I was listened to very deeply, and all aspects of my worries were talked about. I was referred to the Eating Disorder Service which I wouldn't have been able to do myself, and I am very grateful I have been in the care of 42nd Street to recover."

Why choose Psycho-social support?

Psycho-social support is a form of therapy where a Mental Health Practitioner typically focuses on building a positive relationship so that the young person feels accepted, listened to and understood. The sessions are a place for young people to talk about aspects of their lives that they are struggling with. The MHP will help them to understand how their relationship with themselves is contributing to their feelings as well as understanding how other aspects of their lives affects them too. This could be friendships, relationships, discrimination, finances, family, school etc.

The support:

- Is flexible, young person-centred and provides a non-judgemental environment.
- Enables young people to acknowledge their feelings and behaviours and understand them.
- Suggests practical strategies on how to manage day-to-day life or experiences that young people may be struggling with.
- Is conducted at the young person's pace.
- Provides a confidential space for young people who may find it beneficial to talk to someone at school/college.

Key Benefits:

- Improves wellbeing and understanding of emotions.
- Demonstrates clinically significant improvements captured. through the use of Routine Outcome Measures.
- Young people are able to identify and develop. coping strategies and improve self-awareness.
- Models a trusted adult relationship.

"It was great and helped me quite a lot - the two counsellors I did see were very supportive and did all they could to help me."

"Getting to speak to someone who wasn't involved in the situation."

"I felt really understood and it significantly helped my anxiousness, stress, and minimised my sick feelings."

Beyond Words

A structured, curriculum-based programme that offers preventative mental health support as an alternative to one-to-one therapy by embedding mental health education as a consistent, accessible, entitlement based provision for all students within schools and colleges. This programme focuses on self-care, exploring feelings, and giving young people the language to express emotions while amplifying the youth voice. By adopting a trauma-focused lens, it moves beyond sanctions, addressing behaviour through understanding rather than punishment. The approach prioritises early intervention and resilience-building, equipping students with lifelong coping strategies.

Group Work Model

A key component of this model is structured group work, delivered in small groups of 6-10 students or larger groups of up to 15, running over 6-8 weeks. These sessions provide calm, destressing spaces, fostering a sense of psychological safety where students feel heard, valued, and empowered. Activities include:

- Peer-led discussions to encourage shared experiences and support networks.
- Creative mediums such as art, writing, and movement to facilitate self-expression.
- Structured learning modules that promote emotional regulation and resilience.

Why Choose Beyond Words?

This approach takes a preventative rather than reactive stance, supporting students to become therapy-ready and/or supporting them as they "step down" from intensive services and develop independent coping mechanisms. The model can be integrated with physical activity and identity-responsive approaches, ensuring inclusivity and reinforcing the mind-body connection.

Key Benefits:

- Increased attendance and engagement in education.
- Improved self-reported mental wellbeing.
- Positive behaviour shifts through emotional regulation.
- Strengthened peer relationships and reduced isolation.



"Having you to help me at a time when I really needed help, and figuring out my behaviours and how they were like bad for me."

"Finding strategies for self-harm has been helpful. I have not self-harmed in over 1 month. Learning about breathing techniques. I liked making future plans and goals for the future. Doing creative things in the session to help me to express myself. I enjoyed song writing, colouring and making a vision board."

"I was told of ways I can help myself and ways to cope. I was also listened to and understood a lot so it was nice." "I found the talking through problems, relaxation techniques and calm atmosphere helpful."

"Helping me think about ways I could make myself better. Understanding that I can change things, stepping into my power." "It was well suited for me. We talked about lots of varied things and took part in different activities (visual)."

Step-in Programme: Empowering Young People, Transforming School Culture

The Step-in programme offers a unique and impactful approach designed specifically to support Year 8 students who may be struggling with their mental health, attendance, or behaviour. This programme is tailored to be a positive intervention as an alternative to a managed move, providing vital support and creating a lasting impact on students' lives.

Step-In Programme Model

12 students are identified and supported over the whole academic year with tailored, therapeutic support in weekly 2-hour sessions every Wednesday, led by experienced Youth Workers and Mental Health professionals (MHPs).

"Is this an intervention? If it is it's the best intervention I've ever had." Year 8 pupil

The programme includes:

- A full training day for school staff focused on mental health and working in a traumainformed, creative way.
- Artistic resources to encourage self-expression and creativity, in line with the evidence-based model used at 42nd Street which has national recognition.
- A creative legacy project/event designed and delivered by students, whether it's a film, podcast, zine, or assembly.
- A comprehensive report at the end of the academic year with data and findings, showing the real impact on students' wellbeing.





Why Choose the Step-in Programme?

We understand that some students face significant challenges with their mental health, leading to issues like non-attendance, low self-esteem, poor behaviour, and emotional dysregulation. The Stepin programme is specifically designed to support these students with a safe, supportive, and creative environment.

Our team of trained youth workers and therapists use trauma-informed methods, combining art, CBT, and holistic approaches to engage students in a way that speaks to them. We create a "Brave space", where students feel safe to explore their emotions, express themselves, and connect with others in a supportive community.

By using creative outlets like art and group activities, we encourage students to better understand their feelings, separate behaviours from emotions, and develop emotional regulation skills. These tools help students gain lifelong skills to cope with challenges and navigate their emotional landscapes in healthier ways.

Mid-week support for maximum impact: The programme's design of meeting on Wednesdays provides an ideal opportunity to address any barriers to school attendance, especially heading into the latter part of the week. This "midweek reset" helps students refocus and re-engage, reducing the typical "Friday effect" that many schools experience.

Key Benefits:

- Increased school attendance
- Positive changes in behaviour
- Improved emotional literacy and understanding of feelings
- Enhanced critical thinking skills and personal reflection
- Boosted self-esteem and autonomy



By incorporating the Step-in programme into your school or college, you will not only offer students a chance to overcome the barriers they are facing but also enhance your school/colleges overall culture. Positive mental health leads to better behaviour, stronger engagement, and improved relationships across the school community. The programme is an investment in both individual students and the broader school culture.

Greater emotional resilience for students

Healthier school environments where all students can thrive Stronger community bonds and peer relationships

Improved attendance +20-50% Improved attitude to school

This is an opportunity to make a real difference in the lives of young people. With the Step-in programme, you're not just addressing short-term issues, but building long-term skills and self-worth in your students. Let's work together to create lasting change.

Advocacy Hour Programme: Empowering Youth, Amplifying Voices

The Advocacy Hour programme is an exciting opportunity for your students to become leaders, advocates, and active contributors to positive change within their school and community. By creating a Youth Advisory Board, students can work alongside staff and leaders, actively contributing to the decisions that affect their school community. This hands-on involvement fosters a deep sense of ownership, responsibility, and accountability.

When students are part of the in decision-making process, they gain a greater understanding of the complexities involved and are more likely to support and advocate for the policies that they've helped to design.

Advocacy Hour Delivery Model

10 students (2 from each year group) form a Youth Advisory Board, representing the diverse perspectives across the school.

The Programme includes:

- Comprehensive training sessions delivered by 42nd Street on:
 - Mental health awareness
 - Navigating difficult conversations
 - Creativity and trauma-informed approaches
 - Social media responsibility
 - Anti-racism
 - LGBTQIA+ issues

"I never thought I

could speak up for myself or make a difference, but now I feel like I have a voice, and I can help change things in my school and community."

- 1-hour weekly sessions dedicated to ongoing support and skill development
- 5 x 3-hour training sessions to deepen understanding and capabilities in advocacy, activism, and leadership
- Monthly check-ins from (September to January) to ensure progress and sustained engagement
- Guidance and support to empower students to continue the work after the program ends
- Staff training on mental health and young people to ensure a supportive environment

Why Choose Advocacy Hour?

Transforming Youth Engagement: The program is designed to support students who are facing common mental health challenges, such as anxiety, low confidence, and isolation. By providing a safe, supportive space with trained Mental Health Practitioners, we help young people process their emotions, develop confidence, and build a positive self-image. Through this, they gain a sense of purpose and a belief in their ability to lead and advocate for change. The programme will help students explore their values, passions, and interests, while equipping them with the skills to advocate for themselves and their peers. Together, we'll dive into local activism, where students will design a campaign to share their message across Greater Manchester. This hands-on experience empowers students to contribute meaningfully to their community and work alongside other organisations and local government to enact real change — in line with the UNCRC Child Friendly City ambitions.

Key Benefits:

At its core, this programme is about ensuring young people feel heard, valued, and empowered in their own communities. It offers an opportunity for students to challenge, debate, and engage in meaningful dialogue about issues that matter to them. The programme is structured to encourage creative expression, public speaking, and civic engagement, helping students to develop skills that will serve them throughout their lives.

You will see:

- Increased confidence and self-expression for students
- A deeper understanding of mental health, social issues, and personal advocacy
- Leadership skills and practical experience in social activism and public speaking
- Real-world impact, where students contribute to creating campaigns that influence change within the local community
- A stronger sense of purpose and belonging for students who may otherwise feel isolated or disengage.

Sustaining the Impact: We are committed to ensuring that the advocacy and leadership skills students gain in the Advocacy Hour programme extend beyond the initial training. With our support, the Youth Advisory Board will continue to guide and influence school policies, ensuring that students' voices remain at the heart of decision-making. We will provide the training and tools needed to help staff maintain and grow the programme long after our regular meetings.

Identity based space

People continue to experience systemic oppression, microaggressions, bias and other forms of oppression, due to their race, religion, gender, sexuality, disability, class, or other label or identity. Most of the time it is subtle and nuanced, but it can also be more overt, and for people experiencing this, it can feel exhausting and difficult to talk about.

At 42nd Street, we run a number of identity-based groups that are open to young people across Greater Manchester and are held at our office space in Ancoats, Manchester:

- Jet42 for young black men and non-binary young people
- Rays for young black women and non-binary young people
- Women's groups for young women and non-binary young people
- Q42 and 42+ for LGBTQ+ young people
- Cloud 42 for care experienced young people

These groups are facilitated by skilled and experienced Mental Health Practitioners, who are able to hold the space and encourage peer support within the group. We consistently receive positive feedback from young people about the benefits of being in an identity-based group, and the meaningful impact on their emotional wellbeing and mental health outcomes. The focus of the group sessions is not limited to conversations or topics linked to the shared identity of group members, however young people report that sharing the space with others who have similar lived experiences means that the group feels safe.

Identity-Based Space Delivery Model

This is a collaborative programme, combining the expertise and knowledge of both schools and 42nd Street in supporting young people. The programme is aimed to offer inclusive, accessible support, to increase a sense of community, belonging and confidence for young people. While we recognise the intersectionality of identity and the benefit of tools such as John Burnham's Social Graces Model (below), and these important concepts continue to inform and be integrated into the group model. It is important to recognise that, while these groups will be offering a narrower scope regarding students' identities, the group members will hold a number of identities themselves.

"It was easy to

talk without me explaining my religion or culture because you already understood it. That really helped. I feel like you genuinely cared about me." "I feel like you respected my religion and the memory of my mum."



The model includes:

- 1-year consultation supporting the school to set up an identity-based group for students; from the ideas and conception stage, and continuing support while an in-school identity-based group is set up and run by school staff.
- Supporting school staff to brainstorm and plan, including consulting with students around the needs of and desire for a group in school.
- Sharing of creative resources and groupwork tools and knowledge.
- Providing ongoing practical advice and support e.g. around measuring wellbeing outcomes, identifying appropriate students, promoting groups.
- The provision of regular supervision for the school staff who are facilitating.
- Benefit from the expertise and knowledge from 42nd Street around facilitating groups and supporting young people's mental health using a trauma-informed approach.

Key Benefits:

- Confidence amongst school members of staff in setting up groups, and a greater understanding and awareness of the impact of providing young people with focused support around their identity or identities.
- Students will be able to access a space that enhances their sense of belonging at school and more widely.
- Improved wellbeing amongst students who attend groups, evidenced by Routine Outcome Measures.
- Boosted self-esteem and positive changes in behaviour amongst students.

Online Support Offer: Support That Meets Young People Where They Are

At 42nd Street, we understand that young people's lives extend beyond the classroom—and so should their mental health support. Our online offer ensures that students can access safe, flexible, and creative therapeutic spaces, no matter their circumstances.

The Online Delivery Model

 The online offer can be tailored for one-to-one support and/or group work. The online support is subject to the same safeguarding protocols as in-person work and has clear referral pathways, with triage and risk assessment included. Schools and colleges will receive regular updates (where appropriate and with consent) on engagement and outcomes.

The One-to-One Online Psycho-social Support is:

- Delivered via secure, encrypted video platforms.
- Offers the same relational and therapeutic approach as in-person work.
- Typically lasts 12 sessions, but is extendible up to 20 based on need.
- Flexible with scheduling to suit student availability (including after school or holidays.)

The Online Group Work is:

- Thematic and identity-based group sessions delivered remotely.
- Tailored to specific topics that may include anxiety management, creative wellbeing, LGBTQ+ support, and self-esteem.
- Able to foster a sense of community within a virtual format.
- Facilitated by experienced 42nd Street practitioners.

The online approach also offers self-help tools that:

- Have been co-produced with young people to include tools and workbooks
- Have creative prompts, emotional regulation exercises, and themed content.
- Are designed to complement one-to-one or group support, or as standalone, preventative tools.

Why Choose the Online Offer?

This approach is particularly valuable for young people who:

- Prefer remote communication.
- Cannot access in-school sessions due to absence, illness, or anxiety.
- Require continuity of care during holidays or transitions.
- Feel more comfortable speaking in a familiar or home-based setting.

Key Benefits:

- Increased engagement from students who may avoid face-to-face sessions.
- Continuity of care during exam periods, transitions, or school breaks.
- Reported improvements in self-awareness, emotional resilience, and wellbeing.
- Enables a blended support model across different school settings and needs.



Staff Wellbeing and Support: Strengthening the Adults Around Young People

At 42nd Street, we recognise that the mental health and wellbeing of school staff is fundamental to creating safe, supportive environments where young people can thrive. Whether supporting students in distress or managing the increasing emotional demands of the school environment, staff also need space, tools and support.

Our Staff Support Offer is designed to strengthen the confidence, capacity and wellbeing of those working with young people; while also acknowledging that staff are individuals with their own pressures and experiences.

Our Support Can Include:

Staff Reflective Spaces

- Regular or one-off facilitated group sessions.
- A space for staff to reflect on the emotional impact of their work, challenges with students, and team dynamics.
- Delivered in a supportive, confidential, non-judgemental format.
- Promotes emotional resilience, peer support and shared problem-solving.

One-to-One Support for Staff

- Confidential one-to-one support for staff managing personal or professional stress
- Up to 3–6 sessions with a trained practitioner, tailored to the needs of the individual

Mental Health Awareness and Wellbeing Training

- Sessions to build understanding of key mental health issues facing young people and staff alike.
- Includes practical strategies for managing difficult conversations, emotional regulation, and supporting wellbeing in the classroom.
- Trauma-informed approaches and staff self-care integrated into delivery.

Supervision and Case Consultation

- Professional supervision-style sessions for pastoral teams, designated safeguarding leads, SENCOs, or other frontline roles.
- Focused on complex or emotionally demanding cases.
- Encourages shared responsibility, reflection, and safeguarding oversight.

Why Support for Staff Matters?

Staff wellbeing is not an 'add-on'—it is central to building

a compassionate, consistent, and effective whole-school approach to mental health

- Staff who feel emotionally supported are better able to support their students.
- Improved retention, morale, and resilience in school teams.
- Greater confidence when dealing with complex mental health presentations.
- Contributes to a psychologically safe school culture for both staff and students.

Key Benefits for staff:

- Enhanced emotional wellbeing and resilience of pastoral staff.
- Reduced burnout and staff turnover.
- Improved consistency and quality of care for students.
- A more inclusive and nurturing school environment.
- Proactive rather than reactive student support.
- Strengthened relationships and communication among staff, students, and families.
- Encourages professional development and reflective practice.
- Increased job satisfaction and sense of purpose.
- Lower stress and emotional fatigue.
- Greater clarity and confidence in their role.
- Long-term retention in pastoral careers.

Key Benefits for Students:

- Improved behaviour, attendance, and academic engagement.
- Greater emotional and mental health support.
- Enhanced trust and communication with school staff.
- Early identification and intervention for at-risk students.
- Safer and more supportive school culture.

Research:

- Ofsted (2019): Schools with strong pastoral care systems tend to have better student wellbeing and academic outcomes.
- Education Support Partnership (2021): Found high levels of stress among pastoral staff; recommends mental health support and workload management.
- The Anna Freud Centre: Advocates for supervision in schools, showing it enhances staff capacity to support students effectively.
- DfE Mental Health in Schools Toolkit (2021): Recommends whole-school approaches that include staff wellbeing to boost student outcomes.
- TES and TeacherTapp surveys: Highlight rising pastoral workload and stress, underlining the need for structural and emotional support.
- Public Health England (2015): Emphasizes that staff wellbeing is a key component of a healthy school environment and student outcomes.

"...the sessions helped me to analyse my feelings and view situations with greater clarity. Someone listening and reflecting gave me space and time which I rarely get and made me feel heard, creating a greater sense of emotional wellbeing...and helped me work through professional issues and situations." "Supervision has given me the time and space to focus on myself and look at work issues and challenges differently, helping me to develop tools and strategies to manage my own mental health alongside the rigours of my role."



Safe Spaces for Expression: Creativity in Education

This initiative aimed to support young people experiencing challenges such as low mood, poor attendance, and low self-confidence by offering open creative sessions within a school environment. Using Bee Well data to identify a suitable school, we collaborated with students over a series of 32, two-hour weekly sessions. The approach was rooted in creativity, allowing young people to express emotions, develop self-reflection, and explore personal and imaginative ideas in a safe and supportive space.

The repurposing of a maths classroom into a creative refuge transformed it into a sanctuary where participants could 'unravel' and feel at ease. Young people were encouraged to selfdirect their creative processes, reflecting on their emotions and experiences through art, writing, and discussion.

The project emphasised safety, inclusivity, and respect, fostering trust and agency among participants. Keeping this at the heart of the approach and allowing time for rapport to be built, supported the young people involved to build trust in adults where it may have previously been low.

THE SESSIONS PROVIDED FREE ACCESS TO ART MATERIALS, NURTURING GUIDANCE FROM CREATIVE PRACTITIONERS, AND A WARM JUDGMENT-FREE SPACE













32 X 2 HOUR SESSIONS

1 X VISIT TO THE HORSFALL

15 X YOUNG PEOPLE









"THIS IS THE BEST INTERVENTION I'VE EVER HAD. IT'S A SPACE WHERE WE CAN TALK, CREATE, AND FEEL SEEN" - YOUNG PERSON



The bonds made were transformative and young people who may have initially been hesitant about the new creative approaches became regular attendees, and for some young people, it helped support their wider attendance and engagement in school. One participant shared, "I only came in today for this" and others described the sessions as calming and joyful, with feedback like:

"This stuff makes me happy."

Seeing the positive impact and increased motivation from fostering creativity with their pupils through a flexible and unstructured approach also built confidence in the benefits and different approaches with school staff.

Students experimented with techniques such as free writing and emotional mapping, and openly explored themes such as grief, stress, and resilience, leading to deeper self-awareness and empowering young people to reshape narratives around their behaviour, self-perceptions and self-worth. With one young person reflecting:

"YOU CAN'T ALWAYS BE HAPPY - IT'S ABOUT KNOWING YOURSELF."

This project underscores the power of creative expression in promoting mental health, resilience, and belonging among young people. It offers a compelling model for cultural change within education, centred on respect, flexibility, understanding, and creativity.

How to find us and connect



THE HORSFALL

