





Peer Leaders:  
Year Long Project



To



1

## Online “Theory” Unit (Max 1 hour)

Online unit covers, what is mental health, signs to look out for, active listening and being a good peer leader. Theory behind the mental wealth games.

2

## Practical: 1 Day Training 10am to 3.15pm

TAMHI teaches the main games with two pertaining to Anti Bullying and two positive mental health. We also include team building and planning for the year ahead. Period after lunch Peer Leaders deliver to a “test class”

3

## 3 Peer Led Workshops/ Assemblies (Delivered between November & April within term)

Leaders to deliver an allocated forum class talk, and one whole school assembly. Themes. Anti Bullying, Take 5 Steps for Wellbeing, General Mental Health, Exam Tips.

4

## Peer Delivery: Substitute PE for Year 8, 9 or 10 class: Anti Bullying Week & Childrens Mental Health Week (Feb) OR Spring into Wellbeing (Mar - April)

Two Options: 1. Anti Bullying Day/ Wellbeing Options 2. Substitute PE Lesson for a dedicated class e.g. 4 Leaders take Year 8a , 4 different leaders 8b etc.

**Our Why?**

**1**



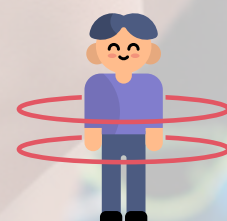
**Our Purpose**

**2**



**Boundaries and Responsibilities**

**3**



**Key Actions**

**4**



**Mental Wealth Games Capacity Program**

**6**



**World Wellbeing Calendar**

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**Targets**

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**“A good leader can change a game. A great leader can change a life.”**

**This quote speaks to the immense influence a leader can have on an individual’s mental health and well-being. A leader who prioritizes empathy, support, and encouragement can instill confidence, resilience, and a sense of belonging in their pupils contributing positively to their mental health. By focusing not just on athletic performance but also on personal growth, a leader can profoundly shape a pupil’s self-esteem and emotional well-being**

- **1 in 8 young people may be adversely affected by mental health in your school.**
- **1 in 5 adults may be adversely affected by mental health in your school.**
- **Most programmes delivered are “Point in Time” and while the evidence shows they make an impact what tends to happen is only a small percentage of the school family attend the programmes and after 8-10 weeks the momentum is lost.**
- **We also accept that our audience is students and we need to make sure their is limited impact on their studies. We accept that school comes 1st.**
- **We have identified a very simple model, that combines short online courses and our Mental Wealth Games which Peer Leader /volunteers can drop into sessions throughout the year.**
- **Note we encourage engagement in any quality based talks and workshops.**
- **We find that the activities schools with a direct link to local mental health groups make a huge difference to tackling stigma and supporting school members to seek help.**
- **We aim to support schools by sending resources, materials, providing access to our games-based approach to champion mental health.**
- **We aim to support schools to build a culture and an infrastructure focused on positive mental health and support.**

# Our Purpose:

## Promote Overall Well-being:

A mental health action plan ensures that the emotional and psychological well-being of peer leaders, pupils, and staff is prioritized alongside physical performance. Physical education primary focus is physical health, but mental wellness is equally critical for pupils to thrive, both in and out of school.



## Prevent Burnout

Mental health challenges such as stress, anxiety, and depression can affect focus, decision-making, and energy levels, leading to burnout.



## Foster a Supportive Environment:

A well-implemented plan reduces the stigma surrounding mental health, creating an environment where pupils feel safe seeking help. This sense of community can improve school cohesion, performance, and morale.



## Enhance Performance:

Mental clarity and emotional stability are critical for optimal pupil performance. Supporting mental health ensures pupils can focus, manage stress, and stay motivated, contributing to consistent and improved performance levels.



## Promote Early Intervention :

Early intervention through structured support can prevent minor mental health issues from escalating into more serious conditions, leading to better long-term outcomes for pupils and reducing the risk of school disruptions.



## Role Clarification:

Clearly define the Peer Leaders role in the mental health action plan. Peer Leader should be trained to recognize signs of mental health struggles but not to provide therapy. This boundary ensures they understand their job is to support, not to "fix" mental health issues.



## Provide Support:

Ensure there is a clear pathway for referral to mental health professionals outside the school. By involving and connecting with mental health organizations in the community, Peer Leader can feel reassured that they are not responsible for managing mental health concerns, simply looking out for their pupils and helping them connect with services IF required.



## Ongoing Education:

Regular mental health training for Peer Leader, parents and volunteers can help them understand how mental well-being impacts pupil performance, making them more likely to see supporting mental health as part of their peer leadership role, not an additional burden.



## Peer Support and Collaboration:

Establish a support network among Peer Leader, volunteers, pupils and parents through a wellbeing committee, allowing them to share experiences and strategies for supporting mental health. Having a collective approach to addressing mental health challenges can reduce pressure on one person.



## Time Boundaries:

Encourage Peer Leaders to set time limits for when they are available to discuss mental health issues with pupils, such as during scheduled class timetables or break/lunch. This ensures that the peer leaders role doesn't expand into personal time and helps them maintain their own well-being.



## Recognition and Rewards:

Highlight and reward the positive role that Peer Leader play in supporting mental health. By acknowledging their efforts, it reinforces the idea that mental health is an important aspect of their peer leadership responsibilities, rather than an additional burden.





## Raising Awareness and Reducing Stigma

**Objective:** Foster an environment where mental health is openly discussed without fear of judgment.

**Actions:** Host mental health awareness workshops for school and wider school family, use positive communication on social media.

**Reasoning:** By normalizing conversations about mental health, athletes and staff are more likely to seek help when needed



## Creating Support Networks

**Objective:** Establish a robust support system that includes peers, professionals, and community resources.

**Actions:** Develop peer support groups, involve mental health professionals, and partner with local mental health organizations who offer support pathways.

**Reasoning:** Peer support and professional guidance help athletes feel supported and less isolated during difficult times



## Referral Pathway's

**Objective:** Ensure that athletes and staff can access professional help when needed.

**Actions:** Create a clear, confidential process for referring individuals to mental health professionals, and communicate this pathway to all members. Connect with local support services.

**Reasoning:** A well-defined referral process removes barriers to seeking help, making professional support more accessible.



## Take 5 Steps for Wellbeing

**Objective:** Encourage habits that contribute to overall mental wellness, such as Be Active, Take Notice, Connect, Keep Learning and Connect which all support positive mental health.

**Actions:** Implement training programs that balance mental and physical well-being, and encourage activities like mindfulness or relaxation techniques. Promote Take 5 Steps within the school.

**Reasoning:** Mental health is closely tied to physical health, and maintaining balance can prevent burnout and stress



## Impact & Feedback

**Objective:** Continuously assess the mental health needs of the school family and adjust the action plan accordingly.

**Actions:** Conduct surveys and regular check-ins to gauge the mental well-being of school members, and involve them in discussions on improving mental health initiatives.

**Reasoning:** Ongoing feedback ensures the mental health action plan remains relevant and effective for everyone involved



## Training Peer Leader and Staff

**Objective:** Equip Peer Leader, managers, and volunteers with the skills to recognize and respond to mental health issues.

**Actions:** Provide regular education sessions. Using evidenced based training with practical and online learning.

**Reasoning:** Peer Leader are often the first to notice changes in pupils behavior, so they play a critical role in early intervention





## 1. Raise Awareness



- Organise Childrens Mental Health Week Event (Feb)
- Organise Stress Awareness Week Event (Apr) \* Exams
- Organise Mental Health Week Event (May)
- Organise World Mental Health Day Campaign (10th October )
- Invite local mental health groups to talk to school members/record and send to others who could not attend. Promote their services.
- Promote resources from TAMHI toolkit each month via school media and e-mails.
- Download TAMHI app (encourage all adults) and TAMHI will send resources each month to share.



## 2. Mental Health Champions



- Promote mental health champions within the school. DO NOT just appoint one person, support a team of champions, include young people and key staff e.g Pastrol Care .
- Champions meet regularly together and support one another in implementing initiatives or changes (week before each World Mental Health date)
- Establish a link with your local mental health support group and health trust. Know the names of key contacts
- Access Hub of Hope (availble on TAMHI webpage) to access information about support services in your area.
- Meet each team within the school, let them know you are there and you care and the mental health champions role.



## 3. Mental Health Capacity



It can be hard to get people in one room. Encourage the wider school family to engage in free mental health online training throughout the year.

Promote external supports regularly within your school



Promote the Take 5 Steps to Wellbeing

Invite local support groups to your school events when engagement is high. Let them talk about their support.

Survey students to understand challenges and needs (TAMHI can help collate and share findings - just share links)

Mental Wealth Games Training: TAMHI Games/Drills based programme that teaches Mental Health through play/activity

Adopt a mental health charter/policy.

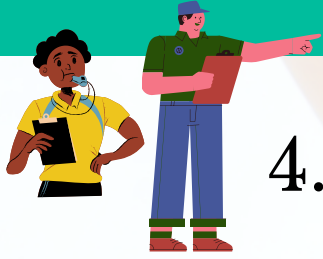


Host a form class workshop ( 3-4 Leaders) on your role as a Peer Leader – general mental health awareness and they can speak to you and you speak to a teacher.

Host a form class workshop ( 3-4 Leaders) on your role as a Peer Leader – anti bullying and the importance of being kind.

Host a school assembly on exam tips, Peer Leaders will share how they coped, and role model positive ideas and traits to inspire peers.

**NOTE TAMHI will create a Toolkit for each school. 20 students should benefit 200 young peers in the school as a target.**



## 4. Mental wealth games



### Anti Bullying Week



**Action:** Got Your Back

**Reflection:** Reflect on bullying and the schools position.

**Reinforcement:** Share Resources from the Toolkit



**Action:** Relationship Goals

**Reflection:** Reflect on the importance of structure, teamwork and supporting each other.

**Reinforcement:** Share Resources from the Toolkit

### Children Mental Health Week (Feb) OR Spring into Wellbeing (Mar/Apr)



Pick two from:

**Action:** Target Your Problems

**Reflection:** Remind Young People that if they are struggling the school can support them.

**Reinforcement:** Share Resources from the Toolkit



**Action:** Fill Your Cup (Self Care)

**Reflection:** Self Awareness and Social Awareness

**Reinforcement:** Share Resources from the Toolkit



**Action:** Choice Ball

**Reflection:** Reflect on mental health myths and facts and the impact of our choices.

**Reinforcement:** Share Resources from the Toolkit



## 5. Optional ideas



- Design your own school mental health programme. Apply for funding/contact your local housing associations/credit unions for support.
- Display mental health support groups on your kit, pitchside boards, signage in the school and on all school communication channels.
- Organise a fundraiser for your local mental health group.
- Host an annual mental health fun day in the school.
- Engage with other local schools to share practice and ideas.
- Make Mental Health part of the school induction.
- Active communication and promotion: strong communication to internal participants and the broader community about the school's approach to mental health, inclusion, and support.
- school ethos: build pride in a school by demonstrating that the school is an open, supportive, and healthy place.
- Arrange meetings with local schools, mental health services, and community organisations to learn what they do and how you can collaborate.

# World Wellbeing Calander



## Outputs



\_\_\_ Peer Leader to take part in Mental Health Training.



\_\_\_ Parents to take part in Mental Health Training.



\_\_\_ pupils to take part in Mental Health Training.



\_\_\_ Events delivered to raise Mental Health Awareness.



\_\_\_ school Campaigns to raise Mental Health Awareness.

## Outcomes



\_\_\_ % Peer Leader feel better equipped to promote mental health and pupils wellbeing.



\_\_\_ % Parents feel better equipped to promote mental health and families wellbeing.



\_\_\_ % pupils feel more informed about mental health (emotional literacy) and more confident asking for help.



\_\_\_ % those who attend stating that the event was effective in promoting services and mental health support.



\_\_\_ % those who receive the campaigns stating if they are effective in promoting services and mental health support.



**Programme designed by TAMHI.**

**All schools have their own Mental Health  
toolkit at:**

**[www.tamhi.org/schools](http://www.tamhi.org/schools)**