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Renew Counselling and Training

OUR WORK IN SCHOOLS



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One in six children aged five to 16 were identified as having a probable mental health problem in July 2021*. This translates to five children in every classroom.

***NHS DIGITAL (2021): 'MENTAL HEALTH OF CHILDREN AND YOUNG PEOPLE IN ENGLAND 2021'.**

DEAR EDUCATORS AND SCHOOL LEADERS

Welcome to Renew Counselling and Training's prospectus. I am delighted to introduce our mental health charity, which has proudly served the communities of Essex and East London for over 120 years.

The importance of mental health support in schools has never been greater, and we are reaching out to offer our services tailored specifically to your staff and students.

Recent studies reveal that one in six children aged five to sixteen is likely to experience a mental health problem. Our mission is clear: to deliver the highest quality mental health support to our community.

We have a proven track record of success in schools and a wealth of experience to draw upon. We provide effective, compassionate, and accessible support to ensure every student and staff member has the resources they need to thrive.

Read on to explore how we can support your school, and please do not hesitate to get in touch with myself or our Schools Manager, Justine Colley, for further information.

Nikki Schuster
Chief Executive
Renew Counselling and Training



ABOUT RENEW

From our beginnings as the West Ham Central Mission back in 1904, to our role today as a counselling and training charity, Renew Counselling and Training's work has always had people at its heart.

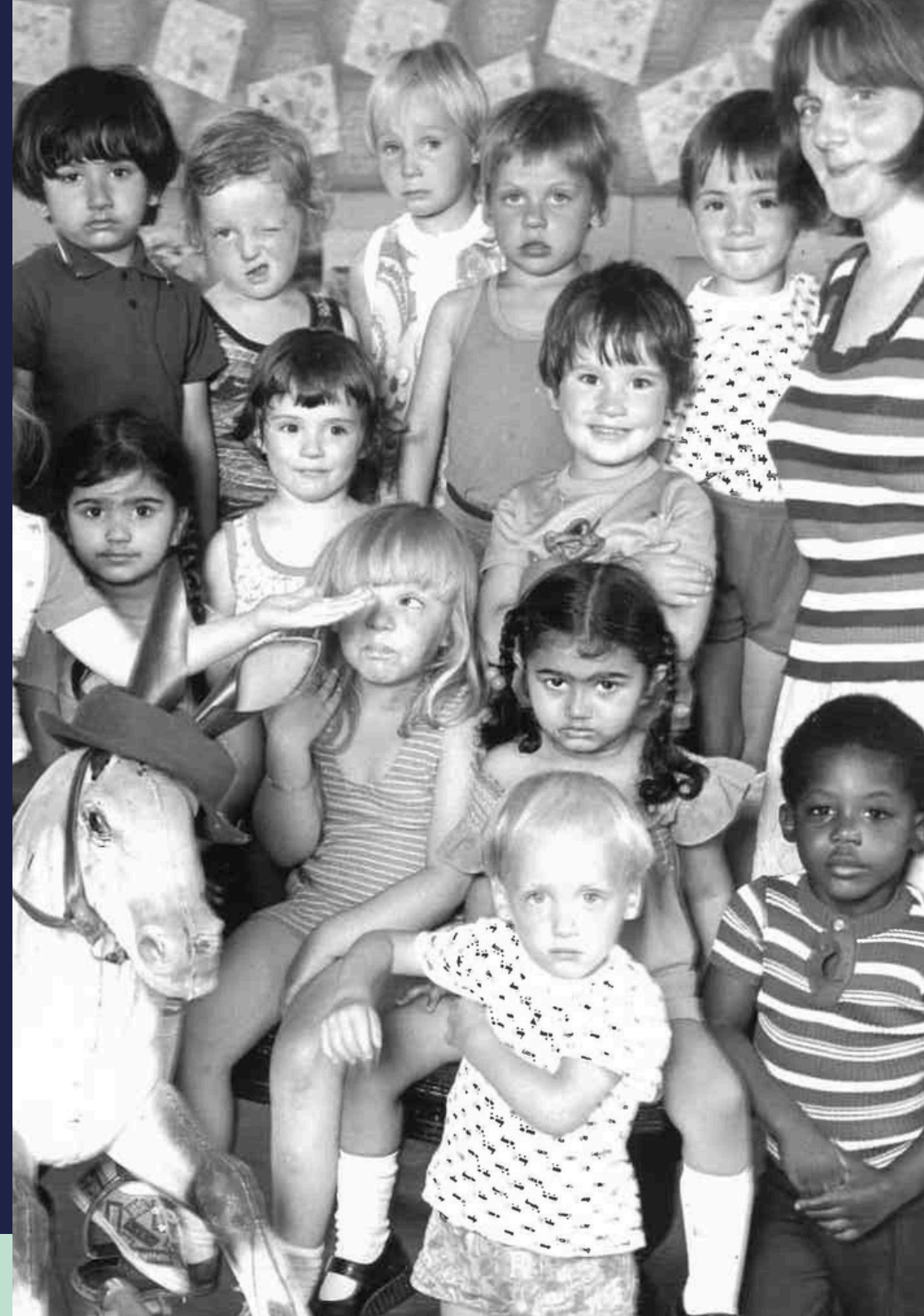
What do we do?

We're proud to run a multi-layered counselling service, supported by a group of professionals that specialise in everything from counselling children, young people and adults to delivering training and supervision.

We provide affordable, accessible and responsive counselling to people in Essex and East London. Most of the people we see would not be able to afford counselling without our service.

We've supported more than 18,000 individual clients and delivered over a quarter of a million counselling sessions – and we want to empower even more people to improve their mental health and wellbeing.

We train counsellors to a high professional standard and offer supervision and training. Our work takes place at our counselling centres in Essex (Chelmsford, Basildon and Brentwood) and in schools across Essex and East London.



OUR HISTORY

1900s

Throughout the 1900s WHCM continues to support the community, by giving accommodation to workers without secure lodgings and opening children's homes in Tiptree and Hutton.

1920s

WHCM opens homes for the elderly. In the same year, we start working with young people in the community.

1953

As well as carrying out important work in Essex, WHCM's work in East London continues, with the opening of a boys' home in 1953.

1979

WHCM works to open sheltered housing in Plaistow. While no longer part of our charity's work, it is still in operation today.

1904

Robert Rowntree Clifford begins administering a fund for the relief of the poor. He establishes the Baptist Mission in Plaistow as West Ham Central Mission, providing practical and spiritual support, respite and guidance.

1948

WHCM sells the children's home in Hutton and opens Greenwoods, a 16-bedroom home for those who need support.
WHCM welcomes Queen Elizabeth, the Queen Mother. This is one of many visits from the Royal Family.

1978

WHCM purchases a parsonage, providing a secure base for those entering into employment and independence.

1983

WHCM builds York House on Barking Road, which is still owned by the charity today. WHCM begins to move towards supporting people with their mental health difficulties, with the opening of Bodey House Counselling and Teaching Centre.

Our work in Sadlers House, Chelmsford, continues to flourish. Alongside our counselling work we begin to develop our training offer, now delivered in partnership with Anglia Ruskin University. Although counselling in our East London centre has closed, we continue to support schools in East London.

2020

Renew works with Essex County Council and other partners to provide support to the community throughout the Covid-19 pandemic.

1998

With the landscape of health and social care changing once more, government support for residential homes is withdrawn. WHCM closes Greenwoods, which had been run by the inspirational Ron Messenger. WHCM opens in the heart of the community in Basildon and begins providing counselling and support to children, young people and adults both within our centre and in schools.

2013

WHCM changes its name to Renew to more accurately reflect what we do today.

2023

Renew brings Brentwood's YPCS Centre under its umbrella, offering counselling for young people from the centre. The charity now runs centres in Chelmsford, Basildon and Brentwood.



WELCOME TO OUR SCHOOLS COUNSELLING SERVICE

At Renew, we recognise that emotional development is as crucial as academic learning. Just as you nurture young minds in the classroom, we prioritise their emotional wellbeing.

Our counselling services provide a safe space for your students to explore their feelings, develop coping skills, and build resilience. Together, we can foster an environment where emotional growth is valued - leading to better outcomes for all.

Our services

We work in primary and secondary schools across Essex and East London. We offer tailor-made packages for our schools, working with you to assess your requirements and the best course of action for your pupils and staff. We provide a broad range of services:

For pupils

- One-to-one counselling and psychotherapeutic interventions
- Workshops on emotional wellbeing and mental health
- Group work



For staff

- Counselling
- Supervision
- Bespoke training
- Wellbeing support
- Training staff to support the mental health and wellbeing of their pupils

For parents and guardians

- Parenting workshops

Our counsellors

All of our counsellors are appropriately and professionally trained. We line manage and provide supervision and continual professional development training for our school counsellors. All school counsellors are enhanced DBS checked and have completed safeguarding training. Some of our schools also make use of Renew's student counsellors, who undertake placements as part of their learning.



Fees

School contract fees are negotiated on an individual basis. You can discuss your school's needs and budget with our Schools Manager.



COUNSELLING FOR YOUR SCHOOL

The government recommends that every school provides counselling. We are all aware of the challenge of learning while experiencing emotional distress, and we are equally aware of how life can, at times, be incredibly challenging.

Why is counselling important?

By giving pupils the space to explore their feelings, we support them in building resilience and looking after their wellbeing. By dealing with children's personal crises at an early stage, we can enable every child to flourish as they grow and develop.

How does it work?

Our schools counselling is tailored to each child or young person's need, within the context of the school's need.

Following a referral, children and young people are invited to attend an initial assessment. This gives them a chance to determine whether they want to continue with counselling or not. We've seen very positive outcomes as a result of the counselling that we offer in schools.





CASE STUDY

The following is an example of the problems that children may bring for counselling. This case study reflects themes that we see when working with clients. For confidentiality reasons, this is not a description of work with a particular client.

M's story

M had been referred into the service by the school and with the agreement and support of parents. M's parents had been going through a difficult break up and M spent half the week living at one parent's house and half the week with the other parent. M's older sibling had recently gone to university.

M had been getting increasingly angry with other students and the school staff. They had also told a member of staff that "they didn't want to be here". They had previously been a hardworking and calm student. M was now struggling academically, grades were dropping, friendship groups were breaking down, and they had become withdrawn and isolated from their usual group of friends. They would often find themselves sent out of class. Their attendance had also dropped and they started to look unwell.

M was a little hesitant to attend counselling at first but agreed to give it a try. After a few sessions they started to settle and engaged well.



M was given freedom and space in the counselling room with the use of various mediums. This enabled them to explore and reflect on their emotions and feelings with games and creative materials. They also came to appreciate the reliability of the planned weekly sessions and the boundaries.

They indicated what was troubling them and reflected on their thoughts, feelings and behaviour and how this impacted on them and others around them. It was a neutral space so they were listened to without judgement and able to look for solutions, if that's what they wanted.

Counselling ended after the allocated sessions. M confirmed that they had felt validated in the sessions without being interrupted or advised what was best for them.



"Their confidence and self esteem had grown and they felt able to make decisions and choices. They were also aware of the importance and impact of sharing their experiences and thoughts with significant adults and friends in their life."

School had commented that M was making progress with their grades and the staff were encouraging and supporting M to talk about what they needed. Attendance had improved. Friendships had re-established and were going well. M was working on speaking with parents and opening up to them more.





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M's story

M had been placed on the Child Protection Register under the category of 'Neglect' at five years old. He was referred to our service aged seven, shortly after his birthmother had died in uncertain circumstances. In class M, who was considered to be an able child, was easily distracted and would then become disruptive, encouraging others to join him in expressions of rudeness to his teacher, or being provocative in other ways. Also, at times, he was inexplicably fearful and tearful.

There was considerable liaison with his father, who following M's mother's death, was extremely concerned as to whether he would be able to settle at all. M was willing and eager to attend regularly. He appreciated the freedom in counselling to be able to either talk or paint. He also came to appreciate the reliability of the planned weekly sessions and the regular boundaries. It was hard for him to understand the 'expectations' that can surround bereavement, when for him, aspects of his relationship with his mother had been detrimental to his welfare.



He conveyed how confusing this was to him through his therapeutic play, which often centred around 'motherless' characters. As the work progressed, he could begin to appreciate what the concerns about such a 'loss' might mean. He also expressed how he felt a great need to be able to achieve a sense of having control in his life. He did this through play with puppets - he described how it felt to be on the receiving end of teachers' 'rules & regulations.' In this way, his profound experience of being vulnerable to the decisions and choices of others, who had not taken his needs into account, came through and could be acknowledged.

"The liaison with his dad and school proved immensely helpful. Meetings included M and he was able to experience adults thinking together, with the aim of facilitating his development and wellbeing."



As his therapy progressed, he was able to contribute more clearly about his wishes and his fears and to find words to talk about his memories. Gradually this capacity to be more verbally coherent emerged in the classroom setting as well. M was better able to participate and engage and could begin to realise his potential. At home, his father reported that although unplanned changes did upset him, the strong outbursts of distress had completely subsided. Therapeutic endings are always planned and this was particularly important for M in order not to replicate earlier incidences of sudden loss. M had a term to anticipate and process this experience of separation and transition.



WHAT IS COUNSELLING?

Counselling can help children and young people who are displaying a cluster of presenting problems.

Renew supports pupils to attend to their thoughts and feelings about past experiences and current relationships so that they are not preoccupied when in school. We support children to develop alternative coping strategies that allow distress or difficult feelings to be shared, rather than acted out.

“It is important that children who are experiencing problems can share them with someone they can trust, and school-based counselling with an appropriately trained professional is one of the most prevalent forms of psychological therapy for young people in the UK.”

EDWARD TIMPSON MP, FORMER EDUCATION MINISTER

We recognise that children and young people are often best supported when significant adults in their lives are able to understand what is going on for them and develop appropriate ways to support them.



Engaging with parents

Whilst protecting the confidential nature of counselling we aim to engage parents/carers and school staff where we can, giving feedback and suggestions for supporting the child or young person at home or in class.

We are aware that schools have different requirements with regards to reports, reviews and contact with parents. Therefore, there will be an SLA (service level agreement) agreed with each school to accommodate this.



✧ HOW DO OUR COUNSELLORS WORK?

Renew's school counsellors are qualified and experienced in working with children and young people.

Our counsellors understand that all children and young people are unique, with different stories and needs. Our counsellors know that even within a family, children respond very differently to difficult experiences.

What do our sessions look like?

The counsellor will adapt their method of work to suit each client, drawing from a range of interventions including talking therapies, play, art, drama, story-telling and sand tray work.

- They will meet the child on the same day each week during term time
- Sessions usually last 40-50 minutes
- Sessions will take place in private
- The counsellor and the client will meet in a quiet room where they will not be disturbed.

In order to maintain confidentiality and ensure the client's confidence in the counsellor and the counselling process, privacy is of paramount importance.





SUPERVISION CASE STUDY

A school approached us for supervision for their counsellor. The school wanted to ensure that the counsellor was receiving appropriate, reputable and accountable supervision.

We now provide two hours of supervision per month in line with the counsellor's professional requirements.

The counsellor was aware that the Designated Safeguarding Lead and Senior Management Team were often managing challenging situations with students, their families and carers and recommended professional supervision as a helpful option to the school.

Our supervisor attends the school for 1 to 1.5 days monthly and delivers either group or 1 to 1 professional supervision for the Senior Leadership Team and occasionally other members of staff.

The feedback we received from the headteacher was that it was extremely useful for staff to have a space to focus on reflection and learning within their work, and to be supported and helped through some difficult situations.

The school have also asked us to provide workshops on INSET days: on stress management, working with challenging parents etc.



REFERRALS

Our work in schools is usually carried out as part of a specific contract with an individual school, multi-academy trust or local development group.

Where a contract is not in place, it is possible for schools to refer individual pupils to our centres. On occasion, a counsellor may attend a school for a short period of time to work with one child or cohort of children following a particularly distressing or upsetting event.

Many schools use Pupil Premium to cover the cost of this work.

If you would like to make a referral, please get in touch with our Schools Manager.





WANT TO KNOW MORE?

We'd love to talk to you about how we can support your staff and students with their mental health and wellbeing. Together, we can create a bespoke package of support that suits your needs. We can also offer funding suggestions if needed.

Please get in touch with our Schools Manager, Justine Colley, for an initial conversation.

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