

cares

compassionate and responsive
educational support

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Table of Contents

04 Our Story

05 CPD Nurturing futures with intention

07 Our intent for your educators

08 M.E.M support

10 How it works

11 Meet some of our M.E.Ms

13 Inspired M.E.Ms

14 What does it cost?

15 Contact us

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OUR STORY

C.A.R.E.S was founded by Danielle Brand and Gemma Anyon, two advocates dedicated to transforming the lives of children and young people who have experienced trauma. Both Danielle and Gemma faced extreme childhood adversities and, through their personal healing journeys, developed a shared passion for making a meaningful difference in the lives of children today. Their unique insights into trauma, resilience, and emotional well-being laid the foundation for C.A.R.E.S.

Danielle, a qualified primary school teacher, recognised the need for educators to have a deeper awareness of the brain's processes and how childhood experiences can shape a child's emotional and cognitive development. Her experience in education highlighted the importance of teachers understanding the long-term impacts of trauma to better support children in their care.

Meanwhile, Gemma saw an equally critical need for empowering the mental health of young people. She recognised that many children and young adults are not being heard, often feeling invisible or unimportant in times of emotional struggle. Gemma believes that all young people need to know their voices matter, their feelings are valid, and that there is always someone ready to listen. To address this, she helped create the Mental Empowerment Mentor (M.E.M) role at



C.A.R.E.S, ensuring that young people have access to dedicated support, guidance, and a safe space where they can express themselves.

Together, Danielle and Gemma have made it their mission to provide support, guidance, and education for children, parents, and educators alike. C.A.R.E.S strives to foster environments where young people can be heard, valued, and empowered to heal, grow, and thrive. The entire C.A.R.E.S team is built around the ethos of compassion and empathy; every member of our team has first hand experience of adversity and is truly passionate about building this community of awareness to support each and every child.

Accredited Training

Nurturing Futures with Intention

Training for educators

C.A.R.E.S CPD was born from Gemma and Danielle's vision to reach every child. They recognised that to achieve this, educators and caregivers needed the right tools to foster responsive and compassionate learning environments. They are committed to building a whole community around each child, and empowering educators with the resources and support necessary to create positive nurturing environments.

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Nurturing Futures with Intention

Aim: To empower the adults around each child to navigate challenges and respond with compassion.



1. Knowledge

Equipping our educators with a knowledge of child brain processes helps them recognise how and why children may express themselves. This awareness also supports teachers in maintaining their own calm during escalated situations.



2. Strategy

Providing this understanding enables the school to develop a toolkit of effective strategies and language that can be used by the entire team. This ensures that educators feel confident in their ability to manage challenging situations while creating a secure environment for the child. When all staff respond consistently, it fosters a sense of safety and trust for the child.



3. Impact

Emotional Security:

Children feel safer and more secure knowing that their educators understand their behaviour and emotions. This emotional safety can lead to greater willingness to express themselves and seek help when needed.

Improved Behaviour:

With consistent and informed responses from educators, children are likely to experience fewer escalated situations. This could lead to improved behaviour overall, as they feel understood and supported.

Enhanced Learning:

When children feel safe and secure, they are better able to focus on their learning. Understanding their emotional states can lead to improved academic performance and engagement.

Development of Self-Regulation:

Children will learn to recognise their emotions and how to manage them effectively, fostering their emotional intelligence and self-regulation skills.

Consistent Responses:

When all staff respond consistently to challenging behaviours, it reinforces expectations for behaviour across the school, leading to a more stable and predictable environment for students.

CPD Training Outline



Initial Meeting

Our trainer will have a meeting with your SLT to discuss the behavioural needs of your school. This will enable them to tailor the training to your specific requirements.



Training Session

The training will take place on an inset day. We usually allow 2 hours to allow for discussion points and questions at the end.



Follow up

Our trainer will ask all staff to use the next few days to reflect on their practise, be more mindful in their approach and aware of their use of language. They will meet the SLT online to discuss feedback and impact after two week.



Additional requests

The school can request further support for individual teachers and/or classroom observation if required.

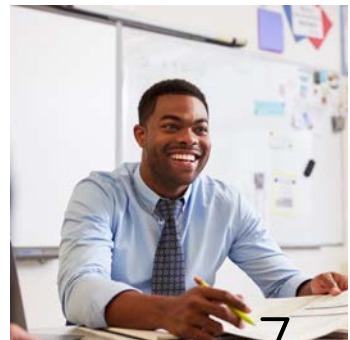
Our intent for your educators

We recognise that every school is unique, with its own set of requirements and specific needs. That's why we work closely with your team to gain a deep understanding of your school's priorities, allowing us to tailor our approach to align with your strategic goals and deliver the most effective support.

At C.A.R.E.S, we firmly believe in the importance of empowering our exceptional educators with effective strategies for managing challenging behaviours. By doing so, we aim to inspire and support them in their commitment to this vital profession.

Providing training that promotes collaboration within the entire team can have significant benefits to all. By understanding the brain states and how our children process emotions our educators can focus on establishing a safe and nurturing environment for their pupils.

We know that co-regulation, compassion and understanding offers a powerful alternative to conformity and by focusing on the emotional well-being of our young people, we create happier, calmer and safer learning experiences and establish a strong foundation for life and achievement.



Accredited Training

M.E.M[®]

Support

Provision for Schools

We collaborate with schools to offer a fresh and tailored approach to mental health and well-being support.

Our dedicated Mentoring and Empowerment Mentors (M.E.Ms) bring a relatable, real-world perspective that resonates with students. Backed by specialised training and diverse backgrounds, our M.E.Ms have a proven track record of positively influencing students' mental health, fostering resilience, and boosting their engagement in education.

Together, we can create a supportive environment that empowers students to thrive both emotionally and academically.

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Our intent for your pupils

It is the aim of C.A.R.E.S to empower young people with the skills necessary to overcome emotional barriers to mental wellness, thereby enhancing their learning experiences and fostering a sense of safety and security in their lives. Our services cater to a diverse range of children, from those with low emotional resilience and self-esteem to those who have faced negative life experiences and trauma. We encourage you to identify students who would benefit from this additional support, allowing us to customise their individual programs. By collaborating with each child to set personalised targets and outcomes, we can significantly influence their future decisions and well-being.

The framework

Our extensive experience working with children who have faced Adverse Childhood Experiences (ACEs) has shaped the development of our services for our partner schools. However, we believe it is crucial to tailor our approach to meet the specific needs of each school for maximum impact. Our provision is designed to fit seamlessly into your timetable, and we encourage discussions with our support team and your dedicated Mental Health Empowerment Mentor (M.E.M) to ensure you are maximising the benefits throughout the school day.

Requirements:

- Your dedicated Mental Health Empowerment Mentor (M.E.M) will complete a brief form with each child.
- The M.E.M will also update the online portal under each child's name to summarise the session and outline the support provided.
- **Safeguarding:** The M.E.M must be familiar with your school's safeguarding policies and will have time to follow up with your Designated Safeguarding Lead (DSL) and Mental Health Lead (MHL). All safeguarding disclosures will be securely recorded in the school and reported to C.A.R.E.S. It is essential for us, the M.E.M, and the DSL to work collaboratively and provide mutual support.

How it works



Priority pupils

Our pupils are referred directly by your SEND lead or teachers. We support students who are disengaged, have faced challenging life experiences, are struggling with disruptions to their learning, have low emotional resilience, or may be at risk of harm.



Relatable role models

Each of our Mental Health Empowerment Mentors (M.E.Ms) serves as an outstanding role model for young people. With extensive life experiences, they are relatable and realistic, which we have found to be invaluable when supporting students at this critical stage in their lives.



M.E.M support

We offer personalised one-on-one support for students through a tailored 6-week program that addresses each child's unique needs. In these child-led sessions, we implement holistic well-being approaches designed to foster emotional intelligence, promote understanding of personal boundaries, and enhance self-awareness.



The Framework

The sessions are designed to fit into your school timetable. The M.E.M will be in school between 9-3:30pm each day, they typically hold five or six 1:1 45 minute sessions per day.



Relationship building

Your dedicated Mental Health Empowerment Mentor (M.E.M) is assigned to your school to build strong relationships with students, and provide support for both them and your school in addressing any challenges that may arise.



Further support

Our school well-being support leaders will visit your school each half term to ensure ongoing compatibility and provide enhanced support as needed. This support can be customised from various options, including teacher and staff supervision, parent coffee mornings, and specialised training sessions.



Recording and impact

We offer access to a personalised reporting system that captures insights, impact, and valuable data for both your school and our team. The school, the M.E.M, and our admin team all have access to this system to ensure that all data is effectively tracked and recorded.



Additional information

We handle all aspects of the provision, freeing up your staff's valuable time to focus on their core responsibilities.

Our significant investment in ongoing training for our team ensures that they have the most up-to-date knowledge and skills, delivering the highest quality of support.

Additionally, your school staff have direct access to our experts for tailored advice and guidance whenever needed, enhancing the overall effectiveness of our partnership.

Meet some of our M.E.Ms

Our mentors are remarkable individuals who have firsthand experience with Adverse Childhood Experiences (ACEs), equipping them with unique insights to thrive in their roles at your school. The connections they form with students are essential for the effectiveness of our program. At C.A.R.E.S, we prioritise understanding the specific needs of your provision to ensure the best mentor match. All of our staff undergo comprehensive training and are overseen by C.A.R.E.S, with regular service evaluation sessions throughout the academic year to guarantee that we consistently meet the highest standards.

Hi I'm Ella...

My name is Ella, from Newcastle upon Tyne, I love empowering children to reach their true potential. We M.E.Ms are helping to cultivate a generation of innovative, happy individuals who will shape a brighter caring comfortable future for them to live in.

I'm a qualified accredited psychotherapist, adult and children's counsellor. I started my career 35 years ago as a qualified NNEB Nursery Nurse. I've worked with hundreds young children,

teenagers and their families. I'm also a master in MNLP a qualified Belief Coder & Hypnotherapist, and a Master in Reiki Healing. I coach workplace workshops in Personal Development, Stress Management, Health and Wellbeing, Meditation & Mindfulness.

I also run my own private therapeutic practice in person as well as on Zoom around the world. I have an absolute passion in working with children & young people. "Children are our future, and investing in their growth and development can only ensures a happier world for us all to live in.

'HAPPY DAYS'



Hi I'm Polly...

I'm from Warrington. I'm a Belief Code Facilitator, Angelic Reiki Master, Children's Life Coach with over 20 years primary teaching experience, and lecturing on PGCE teaching degree. I am truly passionate about working with children and young people and as a mum of two myself I believe it is our responsibility to help guide the next generation. In the words of the amazing Whitney Houston, "I believe the children are the future, teach them well and let them lead the way!" If we teach our children well about their own mental health and how to navigate their own emotions they will have an empowered and brighter future. They can lead the way for themselves and others to follow.





School support

Your designated School Well-being Support Leader will work closely with you to ensure the program achieves the greatest impact in your school. Drawing on a wealth of experience and insightful data, we offer expert guidance and comprehensive support to maximise the program's effectiveness.



M.E.M

We thoroughly vet all Mental Health Empowerment Mentors (M.E.Ms) prior to their training with us. This rigorous process helps us gain a comprehensive understanding of their life experiences, ensuring that we assign only the most qualified individuals to your school. Our entire team is managed by C.A.R.E.S, which guarantees the smooth operation of our partnership and ensures that your school always has access to a mentor. We provide ongoing supervision for our M.E.Ms to support their well-being and ensure they are fully equipped to deliver the highest quality service for your school.



Training

We ensure our bespoke training program incorporates the latest knowledge and best practices, equipping our Mentors with a deep and varied understanding of the many adversities children may face. By drawing on diverse life experiences, we provide comprehensive training that covers all essential areas, ensuring each Mentor is highly skilled and specialised to deliver exceptional support for your school.



Open access to guidance and advice

As an organisation, we are committed to ensuring that you always have access to us for additional advice and support.



Inspired Motivational Empowerment Mentors

Provision for Schools

We introduce schools to our passionate Inspired M.E.M - Motivational Empowerment Mentor- team, who deliver engaging assemblies and talks designed to connect with even the most hard-to-reach students. Our team's dedication stems from their own lived experiences—they've faced immense challenges and emerged stronger, bringing a real-world perspective that truly resonates with young people. They understand what it's like to feel lost, and their authenticity helps build meaningful connections with students who may feel disengaged or overlooked.

Every child who participates in our six-week program with the Inspired M.E.M team experiences positive change. Backed by specialised training and diverse life experiences, our mentors have a proven track record of improving students' mental health, building resilience, and reigniting their motivation and engagement in school.

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We prioritise complete transparency in our pricing, focusing on the positive impact we make rather than profit.

Our aim is to ensure that our services are financially sustainable for our partner schools, enabling us to provide lasting and effective support for the long term.

CPD Training and accreditation	495.00	2 Hour Bespoke training program accredited by CPD delivered by the Founders of C.A.R.E.S
M.E.M. Support	7,800.00	Annual M.E.M. support for pupils. x39 visits = one day per week. Average number of pupils x 5 per day
Well-being Support Leader Visits	1,460.00	Half-termly Well-being visits to support adults in school, inclusive of components chosen by the school from the list provided.
Assembly by Inspired Mentors	250.00	Tailored motivational assembly for those harder to reach pupils Delivered by inspired mentors who have experienced great adversities themselves
Parent Workshop x2	495.00	1 hour bespoke training and talk with groups of parents invited by school delivered by the Founders of C.A.R.E.S
Total for an Academic year	10,500.00	Average cost per pupil £53.85 Based on our M.E.Ms seeing 5 pupils per day x 39 days

Rated as 'Very Low' cost on the Education Endowment Fund's 5-point scale for interventions

Accreditation

When an organisation subscribes to an annual package the school receives an accredited badge to display, signifying its commitment to caring for its students.





Would you like to find out more?

Are you interested in exploring how C.A.R.E.S can benefit your school, we would love to have a conversation with you.

Contact our School Well-being Support Leaders who will be more than happy to talk you through our options and arrange an in person meeting to discuss your requirements in more detail.



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