



**TOTAL PEOPLE**  
LEADERS IN LEARNING®

# SAFEGUARDING

Newsletter for  
employers,  
learners and  
coaches

**APRIL - MAY 2026**

[TOTALPEOPLE.CO.UK](https://totalpeople.co.uk)



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# WELCOME

**Welcome to the bi-monthly Safeguarding Newsletter, dedicated to learners, employers and colleagues at Total People. Each edition aims to share essential updates, guidance, and resources to strengthen our community and support everyone during busy periods.**

This issue places special emphasis on mental health and wellbeing as we approach the April and May exam season. We encourage open conversations about wellbeing, highlight the importance of reducing stigma, and signpost support networks to ensure no one faces challenges alone.

Inside, you will find practical advice on revision techniques and self-care, designed to help learners prepare for their final qualifications with confidence. Our tips and resources are here to empower you, whether you are sitting exams or supporting others.

We invite you to contribute your ideas and suggestions for future editions. Together, we can foster connection, build resilience, and make exam times less daunting for all.

**If you have ideas or suggestions for future content, we'd love to hear from you:**

**[communications@totalpeople.co.uk](mailto:communications@totalpeople.co.uk)**



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# MENTAL HEALTH AND WELLBEING DURING EXAM TIMES

**It's that time again for learners who will be sitting exams. At Total People our learners also prepare for their final qualifications in other ways as well, but as always there are key common ways to revise and plan.**

**Here are some tips:**

- **1. Pomodoro technique:** this method involves studying for 25 minutes followed by a 5-minute break. After completing four cycles, take a longer break (15-30 minutes). This approach helps maintain focus and prevents burnout.
- **2. Spaced repetition:** instead of cramming, review material at increasing intervals. This technique leverages the spacing effect to improve long-term retention of information.
- **3. Flashcards:** use flashcards for active recall of key concepts, definitions or vocabulary. This method promotes engagement with the material and reinforces memory pathways.
- **4. Mind mapping:** create visual diagrams to organise and connect information. Mind maps can help you visualize relationships between concepts, making it easier to understand and remember.
- **5. Practice tests:** regularly test yourself with past exam papers or quizzes. This not only assesses your knowledge but also familiarises you with the exam format and types of questions.

**These techniques have been taken from the internet and should be used in conjunction with discussion with your coach, employer/mentor as needed to suit your learning style.**

Whichever method you use, the key is always to be ready, organised, planned and of course look after your health and wellbeing.

## Self-care

It is important that we all managed our wellbeing as best we can using different good ways to reduce stress for example. The stress bucket below shows how the bucket can fill up and we can do to keep it overflowing.

## Question

What do you do to keep your bucket from overflowing? Discuss the stressors and good strategies with your coach/tutor as you plan your learning, whether is exams, assessments, assignments, or tasks etc that you have been set.

# THE STRESS BUCKET

## Supporting others through talk:

Every mind matters and so one of the key ways to manage your mind is to talk.

<https://www.nhs.uk/every-mind-matters/mental-wellbeing-tips/how-to-talk-about-your-mental-health>

Building self-care into your lives helps massively with our mental wellbeing and can support mental ill health by having protective things to do and being more resilient.

The evidence overwhelmingly shows that talking about mental health has a number of positive benefits. For example, research shows that talking about mental health can reduce stigma and improve understanding of mental health issues. This can lead to more positive attitudes towards mental health, which can in turn lead to better access to services and support for those who need it. Talking about mental health can also reduce feelings of isolation and increase feelings of connection and support for those struggling with mental health issues.

## The Stress Bucket

Everyone experiences stress throughout their lives. Some stress can help us focus and drive us to achieve, whilst too much can cause us to feel overwhelmed. If prolonged, stress can also lead to physical or mental health issues.

### What is the Stress Bucket?

The Stress Bucket is a useful tool to help us understand and manage stress (Brabban & Turkington, 2002).



### Examples of rain clouds that cause stress

- Ill health
- Poor sleep
- Money worries
- Workload
- Relationship issues
- Family conflict
- Housing concerns
- Future uncertainty
- News anxiety
- Exam pressure
- Life events, such as bereavement.

If you can't control the rain clouds, the only way to reduce the level in your stress bucket is to let water out. Taps at the bottom of the bucket represent your coping strategies. Once these taps are turned on, the water can return to a manageable level again.

### Examples of healthy ways to open the tap and reduce stress

- Take time out
- Connect with nature
- Talk to family or friends
- Learn new technique, e.g. time management
- Use a helpful tool, e.g., journaling
- Practice mindfulness or meditation
- Be physically active
- Find a hobby.

At times, you might engage in unhealthy coping strategies which provide short-term relief from stress. These strategies may briefly reduce the water but it can flow back in again. Being aware of these unhelpful coping strategies will help you understand how to avoid them and find other ways to cope.

The stress bucket represents your capacity to handle stress, pressure, and challenges in your life. Above the bucket are rain clouds (stressors) — the aspects that are causing you stress and gradually filling up your bucket. Everyone's stress bucket and rain clouds are different.

Rain clouds can be expected and others take you by surprise, and the amount of rainfall can also vary. If the rain clouds don't go away, your bucket could exceed capacity and overflow — resulting in stress.



### Examples of unhelpful coping strategies

- Avoidance, isolation, and withdrawal
- Using alcohol or drugs to numb emotions
- Over-analysing issues or over-focusing
- Over-working, over-spending.

You may have new stressors, as well as other coping strategies learned so repeating this exercise can be helpful to learn more about yourself.

Often, we underestimate how well we cope and the skills we've developed to maintain the levels in our bucket.

By using this tool to reflect on your coping strategies you may highlight an area you could address or understand further.

Complete your own stress bucket on the next page, using this page as a guide.



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The words we use are very important so if you find yourself talking to someone about mental health read this first. It explains words, jargon etc to avoid.

[Talking about mental health | Mental Health Foundation](#)

[5 Ways to Wellbeing | Mind](#)

Other ways to self-care include the 5 ways to wellbeing support in the MIND website above.

**Signposting:**

[Kooth](#)

[Qwell](#)



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# PASTORAL (SEND) INCLUSION AT TOTAL PEOPLE

**Jamie Higham is our new Pastoral Learning Coach. Jamie focuses on providing one to one and group support to learners at our study programme sites in Crewe and Northwich. No one day is the same for Jamie as he supports learners who have Education Health and Care Plans (EHCPs).**

## **So, what are EHCPs?**

An Education Health and Care Plan (EHCP) is a detailed document. It is for learners up to 25 whose additional needs cannot be met with support from general classroom/learning setting. Having an EHCP can help families get specialist support that is above and beyond what is readily available.

This includes both a learning disability, which relates to how the brain works, making it more difficult for someone to learn, understand or do things, and a learning difficulty, which is different from a learning disability as it does not affect general intellect.

A learning difficulty is when someone faces a greater challenge in learning than others of the same age. Learning could be more difficult because of a diagnosed or suspected condition, such as dyslexia, or because someone has had an illness that may have impacted their memory. Causes of learning difficulties are vast and they can be temporary or permanent.

Below are some examples of learning difficulties:

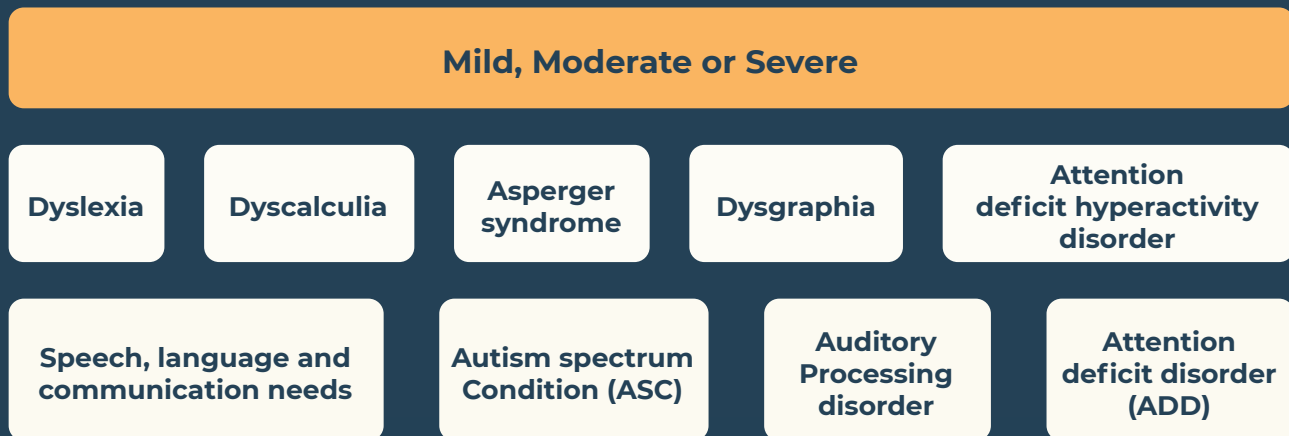
- Adult support
- Specialised equipment
- Therapies
- Specialist health services
- Support/budgets for buying products and services

An EHCP is created with the help of professionals and local link SEND officers in local authorities.

An EHCP is a legal document. This means what is agreed and then written in the final plan must happen.

At Total People, we also assist learners without EHCPs but who may have Learning Disabilities or Difficulties (LDD)

The table below explains what this means and if you think you fall in this category speak to your Learning Coach straight away.



This website below is easily accessible and allows learners to research themselves.

[Home page | Nasen](#)

### Reflection:

**Do you consider yourself to have an LDD?**

**Are you not sure?**

Reach out to us at Total People via your learning coach, Jamie Higham or Imtiaz Kala – our details are at the end of the newsletter.

We have a stepped process right from the application process but if you aren't sure come and contact us – we are happy to help.

Total People also have a Learner Support Policy that we work to. Ask the Coach if you need more information.

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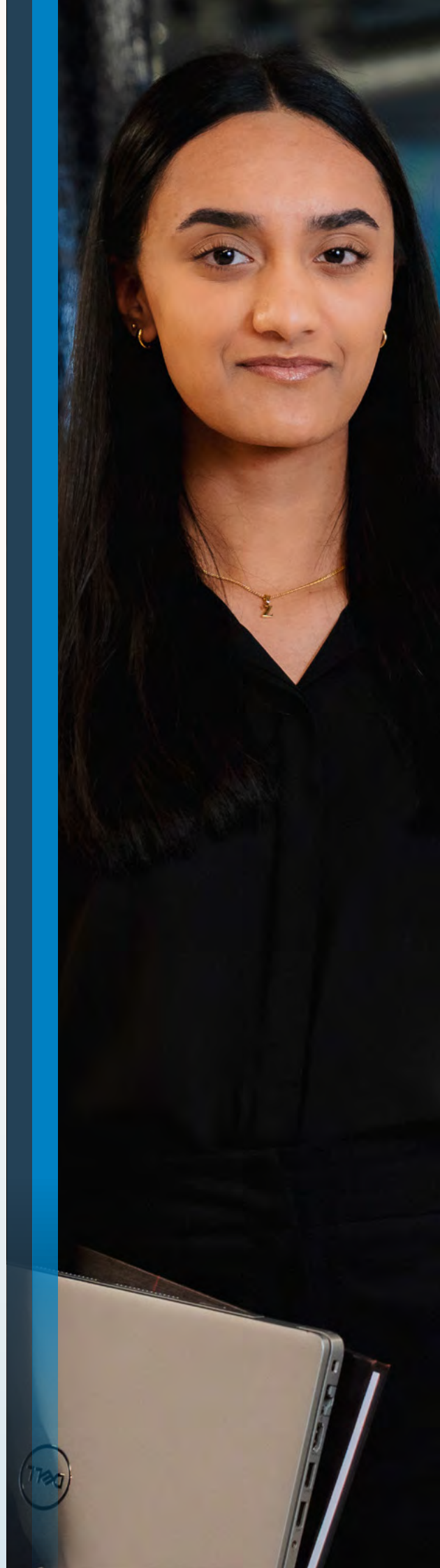
# NEWSLETTER IMPACT:

These newsletters have been produced every 2 months for the last 3 years and its useful to see if its having an impact. Caz Bailey, one of our managers sent in some feedback linked to her sector learners. She commented that learners use the newsletters for:

- AI and misinformation learning
- Misogyny awareness
- Proactive action with HR to manage mental health in their workplace
- Bullying and harassment in the workplace
- Neurodiversity workshop for staff
- British Values and the Prevent duty at home and in work

Plus, there were 10 learners that made entries relating to volunteering and charity events they took part in and 21 learners that made entries connected to their health and wellbeing. This is very encouraging and we at Total People encourage you to also read and learn from the newsletter contents with your coach and employer and indeed in your community.

Volunteering helps with your wider duties as an active modern British Citizen as well as developing new skills, links, experiences and you can even use this in future applications and for references. Speak to any your coaches if you would like to pursue volunteering as part of your personal development.



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# INCLUSION – KEY EVENTS IN OUR MODERN BRITISH SOCIETY

Have a look at the many events in April and May. As part of your British Values of tolerance and respect find out about these and others just as ideas. You may choose any events. There seems to be many religious and cultural events these months, how much do you know about some of them?



# INCLUSION

## FOCUS ON KEY EVENTS

### APRIL

April is Autism Acceptance month, Stress Awareness month, Bowel Cancer Awareness month and Parkinson's Awareness month.

#### Religious/cultural

2	<b>Hanuman jayanti</b> Hindu
2	<b>Maundy Thursday</b> Christian
2-5	<b>Theravada new year</b> *Buddhist
2-9	<b>Passover</b> *Judaism
3	<b>Good Friday</b> Christian
4	<b>Holy Saturday</b> Christian
4	<b>Lazarus Saturday</b> Orthodox Christian
5	<b>Easter Sunday</b> Christian
6	<b>Easter Monday</b> Christian
7	<b>Guru Tegh Bahadur jayanti</b> Sikh
9	<b>Guru Arjun Dev jayanti</b> Sikh
9	<b>Great and holy Thursday</b> Orthodox Christian
10	<b>Great and holy Friday</b> Orthodox Christian
11	<b>Great and holy Saturday</b> Orthodox Christian
12	<b>Pascha (Easter)</b> Orthodox Christian
12	<b>Divine mercy Sunday</b> Catholic Christian
13-15	<b>Songkran (Thai new year)</b> Buddhist

14	<b>Yom HaShoah</b> Judaism
14	<b>Puthandu</b> Hindu
14	<b>Vaisakhi</b> Hindu and Sikh
18	<b>Guru Angad Dev jayanti</b> Sikh
19	<b>Akshaya tritiya</b> Hindu and Jain
19	<b>Varshitapa parana</b> Jain
20	<b>Rohini vrat</b> Jain
21	<b>First day of Ridvan</b> Bahai
21	<b>Grounation day</b> Rastafari

#### Awareness and events

1	Fools' day
2	World Autism Awareness day
6	International Asexuality day
7	World Health day
8	International Romani day
13-15	TUC's black workers' conference
22	Earth day
25	World Malaria day
26	Lesbian Visibility day
28	World Day for Health and Safety at Work

# INCLUSION

## FOCUS ON KEY EVENTS

### MAY

May is stroke awareness month, Coeliac awareness month and UK national walking month.

#### Religious/cultural

1	<b>Beltane</b> * Wicca and Pagan
2	<b>Twelfth day of Ridvan</b> Bahai
3	<b>Feast of saints Philip and James</b> Catholic Christian
5	<b>Lag BaOmer</b> Judaism
6	<b>Midfeast</b> Orthodox Christian
14	<b>Ascension of the lord</b> Catholic Christian
14	<b>Feast of saint Matthias</b> Catholic Christian
18	<b>Rohini vrat</b> Jain
21	<b>Feast of the ascension</b> Orthodox Christian
22-23	<b>Shavuot</b> * Judaism
24	<b>Declaration of the Báb</b> Bahai
24	<b>Pentecost</b> Catholic Christian
25	<b>Hajj begins</b> * Islam
26	<b>Day of Arafah</b> * Islam
27	<b>Eid al-Adha begins</b> Islam
29	<b>Ascension of Bahauallah</b> *Bahai
30	<b>Saturday of souls</b> Orthodox Christian
31	<b>Vesak</b> Buddhist
31	<b>Pentecost</b> Catholic Christian

31	<b>Trinity Sunday</b> Catholic Christian
31	<b>Visitation of the blessed virgin Mary</b> Catholic Christian
31	<b>Saga dawa düchen</b> Buddhist

#### Awareness and events

3	International Family Equality day
4-10	4-10 - Deaf Awareness week
8	World Red Cross and Red Crescent day
11-17	Mental Health Awareness week
13	National Day For Staff Networks
15	International Day of Families
17	International Day Against Homophobia, Transphobia And Biphobia
21	Global accessibility awareness day
21	World Day For Cultural Diversity For Dialogue And Development
22	International Day For Biological Diversity
24	Pansexual Visibility day



**Thursday 2 April focuses on autism. The National Autistic Society states that autism influences how people experience and interact with the world. It is a lifelong neurodivergence and disability. Autistic people are different from each other, but for a diagnosis they must share differences from non-autistic people in how they think, feel and communicate.**

Being autistic means you may feel things and react to them differently to non-autistic people. You may find socialising confusing or tiring and you may become overwhelmed in loud or busy places. You may have intense interests, prefer order and routine and use repeated movements or actions to calm yourself or express joy.

More than one in 100 people are autistic and there are at least 700,000 autistic adults and children in the UK. These numbers are not the same as the number of people with an autism diagnosis. They are based on research about the true figure which is likely to be higher.

## What is autism?

As critical thinkers click on the link above and expand your knowledge of autism, are you aware of other learners, colleagues, customers, or family/friends? Being aware helps you to support them.

Mental Health Awareness weeks comes to us on 11 to 17 May 2026.



## Reflective thinking: For Learning Coaches and Learners

### Health Awareness Week | Mental Health Foundation – All about ACTION

Action Week: Set yourself an action during Mental Health week (11 – 17 May) on anything big or small on mental health.

- **Plan it** – research and set it up
- **Do it** – carry it out
- **Assess it** – what did you do well, any issues, worries, learning
- **Review it** – discuss with your coach, what next?

What is your knowledge base on various mental illnesses in the UK

Our Personal Development Wheel focuses on your **‘Health and Wellbeing’** and **‘Community Engagement’**.

- Set yourself a piece of work on researching some mental illnesses, their prevalence, impact and what support there is for them – for example, depression, anxiety
- What do you do to be more engaged in your community, what does that look like? For example, charity work, fundraising

Feed into your progress reviews and reflections with your coaches and set some actions or targets. Employers like learners that do community work and it helps your wellbeing.

# BRITISH VALUES AND PREVENT



**Many young people and adults that fall into extremism have mental wellbeing/ill health and/or learning needs. So, it is important that we keep good mental health to avoid being targeted by extremists.**

## Questions:

Why are people with 'mental ill health and learning needs' more susceptible to extremism? Have a discussion with your coach and note in the progress reviews. Use the critical thinking questions below to help you think. Are there any ages that are more prone to being radicalised? Where is the evidence for this?

## Build resilience:

One way that people can groom vulnerable people is on the internet and through Artificial Intelligence. Remember, the internet can be good for mental health but it can also be very tricky for people with mental health issues to be groomed/tricked online, so do your research to use the internet safely.

## Additional support:

Should employers feel that they need some additional support on the topic of radicalisation, extremism and Prevent, please contact Mr Imtiaz Kala, our DSL and Prevent contact who can advise as needed. If there is enough of a request Imtiaz may be able to provide some short CPD sessions with employers. Imtiaz has many years of experience of the agenda having worked with local authorities and schools within the area of inclusion, safeguarding and radicalisation.



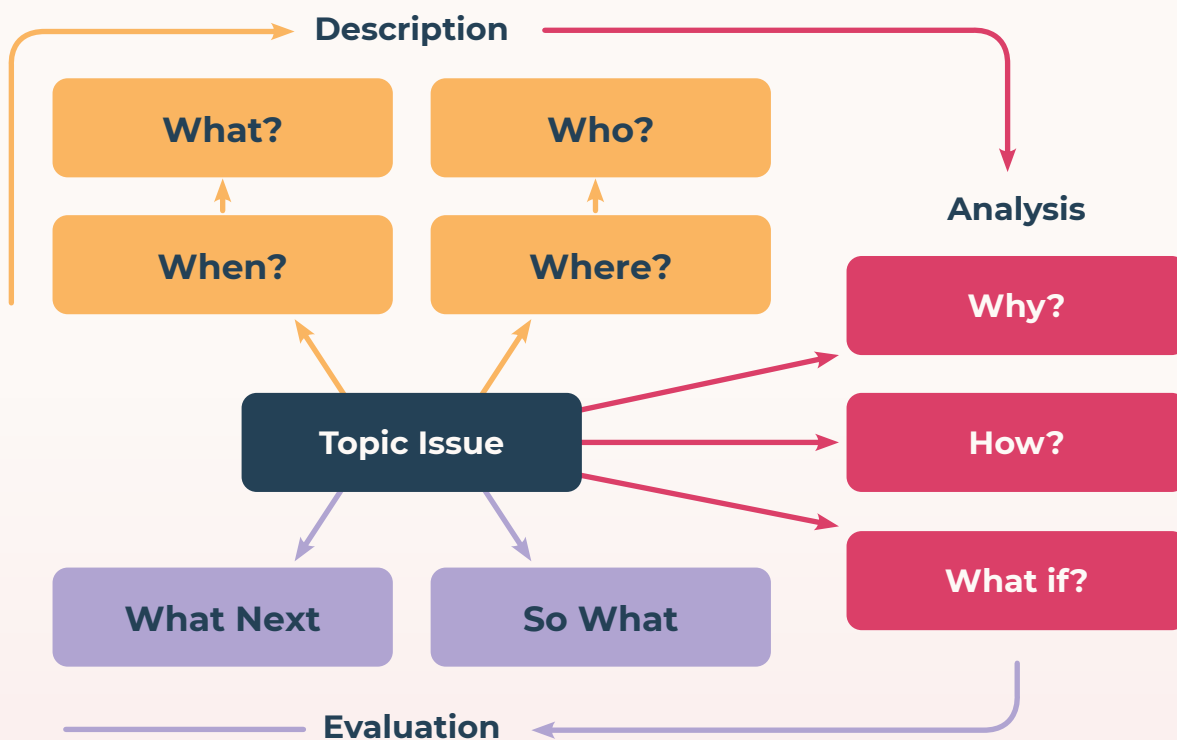


## DEVELOPMENTAL

### Coaching and critical thinking

Use this model when you meet your coach or manager at work, kickstart the discussion with your coach, manager or colleague:

**What's on your mind?**



**Learn something new every day:**

This newsletter should help learners to practice being emotionally intelligent and play a small part in being eternal learners.

How can learners work on these seven areas to push yourselves to be successful learners? Choose an area and discuss with you coach, manager, or place of work.

Remember, mastering these also builds resilience and your understanding of the British Values. Thinking critically also supports us from sharing and believing 'mis and dis' information. Learners are reminded that sharing and promoting disinformation can have consequences. **This is also mentioned in Keeping Children Safe in Education 2025.**

# BRITISH VALUES AND PREVENT



## Extremism and radicalisation

[Mis and disinformation report](#) – Ofcom 2024. Have a critical think on this link

[Southport riot: How a LinkedIn post helped spark unrest - BBC tracks its spread - BBC News](#)

### Definition:

Disinformation is the deliberate creation and spread of false and/or misleading content.

Misinformation is the inadvertent spread of such content.

## The LAW:

### Online Safety Act (2023)

This legislation includes the False Communications Offence (Section 179): an offence for a person to send a message that conveys information they know to be false, which is intended to “cause non-trivial psychological or physical harm to a likely audience.”

Use the critical thinking cycle and links to consider how you can keep safe from mis and disinformation and therefore use the internet safely without leaving a bad trace that can come back to you.

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# NEXT STEPS



**There are several ways to get help if you have a safeguarding issue:**

- Speak to your learning coach, workplace manager or mentor
- Email the safeguarding team at [safeguarding@totalpeople.co.uk](mailto:safeguarding@totalpeople.co.uk)
- Complete the online reporting form [www.totalpeople.co.uk/about/safeguarding/report-a-concern](http://www.totalpeople.co.uk/about/safeguarding/report-a-concern)
- You can also contact a member of the Safeguarding team directly:



Designated Safeguarding Lead:  
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Total People is part of LTE group. LTE group is committed to equality of opportunity, non-discriminatory practices and supporting individual students. This information is also available in a range of formats, such as large print, on request.