



SERVICES TO SUPPORT CHILDREN & YOUNG PEOPLE'S MENTAL HEALTH

ONE CUP AT A TIME.



WHO IS IT FOR?

We support primary and secondary schools looking for consistent, in-house counselling that strengthens emotional wellbeing, improves engagement, and supports safeguarding.

ABOUT US

Tea of Therapy was founded by Nicole Henry, a dedicated mental health professional with extensive experience in supporting children and young people's well-being. With over six years as CEO, Nicole has helped over 1,500 students and partnered with more than 14 schools across Greater London to make therapeutic support accessible, both in educational settings and privately. To ensure each pupil's mental health is well-supported by providing an inclusive, dedicated counsellor accessible to all students. To achieve this, we've developed our unique SAC approach:

- S - Safe Environment
- A - Awareness of mental health and well-being
- C - Connecting with emotions

Driven by a passion for mental health, Nicole has cultivated a strong community of counsellors committed to nurturing safe, non-judgmental spaces where students can openly discuss their feelings, build resilience, and develop essential life skills. Nicole is also a recognised voice in the field, having been featured in podcasts, magazines, and interviews, and serves as a board member and trustee for several organisations focused on youth mental health.



Nicole Henry - Founder

OUR WHY

The mental health of children and young peoples a non-negotiable for the following reasons, the statistics have said:

- 1 in 6 children aged 5–16 experience a probable mental health disorder (NHS Digital, 2022)
- 70% of these children and young people do not receive timely, early intervention
- Mental health challenges affect academic progress, school attendance, relationships, and future life outcomes


OUR VISION

At Tea of Therapy, our vision is to become the trusted mental health partner for 10,000+ children and young people, providing consistent, accessible support through counselling, group work, and mental health education.

The COVID-19 pandemic has left a lasting emotional footprint. Children and young people are grappling with:

- Increased anxiety and uncertainty
- Disrupted routines and peer relationships
- Bereavement, isolation, and loss of confidence
- Screen fatigue and reduced coping strategies

In response, we have intensified our efforts to provide therapeutic intervention that is not only accessible, but relatable, preventative, and trauma-informed. We also provide vital resources to educators, parents, and caregivers, empowering the full ecosystem around each child.





As someone who was once a child navigating life's challenges, I often reflect on how much it would have meant to have the kind of support available to children and young people today. Having someone relatable, reliable, and genuinely caring to talk to each week would have made it easier to open up, especially during difficult times like coping with the loss of my grandparents or the trauma of a home burglary. Instead, I faced the sadness, hurt, loss and fear alone.

Now, we have an opportunity to guide the next generation, offering them the support they need to flourish and grow into thriving, resilient members of our community. Let's walk alongside them, giving them the tools and compassion they deserve.



**NICOLE HENRY
FOUNDER.**

OUR TEAM

OUR TRUSTED TEAM INCLUDES:

- Qualified Counsellors (child & adolescent focused)
- HCPC-Registered Art Therapists
- Workshop Facilitators & Mental Health Champions
- Licensed Psychologists
- Safeguarding-trained professionals
- Clinical Supervisors

Every practitioner is vetted, supervised, and committed to cultural competence, inclusion, and ethical practice.

WHO WE WORK WITH?

- Primary and Secondary Schools (mainstream & alternative provision)
- Youth Clubs and Community Settings
- Faith-based and Cultural Organisations
- Virtual Sessions for remote or hybrid schools
- Private Support (1:1 and group sessions for young people and families)

WHO WE COLLABORATE WITH?

- School leadership teams, SENCOs, and DSLs
- Pastoral care teams and safeguarding leads
- Parents, carers, and guardians
- Residential childcare workers
- Local authorities, charities, and wellbeing networks
- Small businesses

OUR SERVICES

We offer a range of services to support the mental health of our children and young people.

SCHOOL COUNSELLING

WHY CHOOSE OUR COUNSELLING SERVICE?

- Individualised Approach: Counselling sessions are tailored to each student's unique needs and goals.
- Qualified Counsellors: Our trusted counsellors are well-vetted and experienced in working with students.
- Confidential Environment: Students can feel safe and secure discussing their concerns.
- Flexible Scheduling: We offer flexible scheduling options to accommodate students' busy lives.

WHAT ARE THE BENEFITS?

- Improved academic performance
- Enhanced social-emotional skills
- Increased self-esteem
- Better coping mechanisms
- Reduced stress and anxiety

WHAT A PARTNERSHIP LOOKS LIKE:

- In-house counsellor (half day / full day)
- Weekly consistent sessions
- Termly impact feedback
- Safeguarding-aligned practice
- Optional group work and workshops

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We have thoroughly enjoyed working alongside Tea of Therapy. Nicole and her team of counsellors are extremely professional and determined to help us achieve the best possible outcome for each and every child. It comes as no surprise that we have continued to use Tea of Therapy for a third consecutive year and look forward to our ongoing partnership. Thank you Nicole and Dolores.

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L CHRISTOFIDES - TOLLGATE PRIMARY

PACKAGES ARE FLEXIBLE AND TAILORED TO EACH SCHOOL'S NEEDS.

OUR SERVICES

We offer a range of services to support the mental health of our children and young people.

GROUP WORKSHOP - MY TEA

We offer group workshops available based upon our My Tea Activity booklets.

These workshops provided a detailed but engaging insight into mental health. All students will receive a booklet to complete throughout the workshop and can use this as a tool to enhance their learning and awareness of mental health.

The collection consist of 15 topics. Here are some of the topics that we cover:

- Anger
- Bullying
- Self-love
- Stress
- Anxiety
- Eating Disorders
- And many more.



OUR SERVICES

GROUP MENTAL HEALTH SESSIONS

WHY CHOOSE OUR GROUP MENTAL HEALTH SESSIONS?

- Opportunities for peer support and connection
- Open to all students
- Learn effective coping strategies for stress, anxiety, and depression
- Develop resilience and the ability to bounce back from challenges
- Improve self-awareness and self-esteem
- Enhance social-emotional skills
- Connect with peers in a supportive environment

WHAT THEY WILL LEARN?

- Mindfulness and meditation techniques
- Positive thinking and affirmations
- Goal setting and time management
- Healthy communication and conflict resolution
- Stress management and relaxation techniques

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In response to a specific need of our school with self-esteem in our young female students I asked Nicole to come in and run a workshop for our students. The communication and planning was excellent in the build-up and the workshop was delivered with professionalism and from a place of really valuing the students thoughts and opinions on the subject matter. We would not hesitate again to bring in Nicole for similar workshops in the future.

M. PRICE - SYDNEY RUSSEL SCHOOL

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OUR SERVICES

STAFF WELLBEING CPD

WHAT WE SOLVE?

Educators are increasingly navigating emotional labour, safeguarding demands and high-performance expectations.

Staff burnout, compassion fatigue and difficult workplace conversations can directly impact morale, retention and classroom effectiveness.

Wellbeing support must extend beyond students — to the adults holding the system together.

HOW WE SUPPORT?

We deliver practical, reflective and evidence-informed CPD sessions that equip staff with tools to manage emotional load while maintaining professional boundaries.

Sessions can include:

- Wellbeing in the Classroom – Supporting students without absorbing their distress
- Having Difficult Conversations with Confidence – Managing upward and peer communication
- Health & Wellbeing Routines for Educators – Sustainable self-regulation practices
- Understanding Secondary Trauma in Schools
- Emotionally Regulated Leadership

Sessions are interactive, psychologically safe and tailored to your school's context.

HOW WE ARE DIFFERENT

Our CPD is grounded in therapeutic understanding of emotional regulation, safeguarding pressures and relational dynamics within school systems.

We don't offer surface-level wellbeing talks.

We provide structured, applicable tools that staff can implement immediately.

OUR SERVICES

SCHOOL COUNSELLOR RECRUITMENT

WHAT WE SOLVE?

Recruiting a school counsellor requires more than checking qualifications.

Schools need professionals who understand:

- Safeguarding reporting structures
- Case management within education
- Cultural sensitivity
- Working alongside DSLs and pastoral teams
- The difference between private therapy and school-based practice

Poor recruitment decisions increase safeguarding risk and disrupt student support.

WHAT WE PROVIDE

We provide specialist, safeguarding-led recruitment for schools.

Our process includes:

- Candidate sourcing and screening
- Verification of qualifications and professional standards
- Experience checks specific to child and adolescent work
- Cultural and school-readiness assessment
- Structured transition support

We ensure practitioners are prepared for the operational demands of working in education settings.

HOW WE ARE DIFFERENT

Tea of Therapy is led by a Mental Health Education Specialist with extensive school-based experience.

We understand the expectations placed on counsellors within safeguarding frameworks and whole-school systems.

This is niche recruitment designed specifically for schools — not generalist therapist placement.

OUR CASE STUDY

MALE, AGED 12

Brenton was referred to counselling due to increasing anxiety, worries about home life, and concerns about transitioning to secondary school. When he first attended sessions, he presented as shy but curious, and quickly engaged when the process, boundaries, and goals were explained clearly.

NEEDS

- Support managing anxiety and intrusive worries
- Emotional awareness and language development
- Tools for stress regulation
- Support exploring family dynamics
- Confidence around the move to secondary school

WHAT WE DID:

- Developed emotional understanding and explored how anxiety showed up for him
- Identified triggers and differentiated between what he could and couldn't control
- Used journaling, identity spider-grams and self-reflection tools to deepen self-awareness
- Explored family relationships, especially the impact of caring responsibilities toward his autistic sibling
- Prepared for secondary school by developing confidence, coping tools and emotional regulation skills

PROGRESS

- Improved emotional vocabulary and understanding of his anxiety
- Increased self-awareness and reflective thinking
- Greater confidence around upcoming secondary school transition
- Recognised healthy coping strategies and began using them independently
- Developed a calmer, more grounded approach to stressful situations

IMPACT

B made meaningful progress over the course of counselling. He gained confidence, resilience and clarity about his emotional needs. By the end of sessions, he presented as more secure, more expressive and better equipped to manage life's challenges—especially his transition to secondary school.

STUDENT VOICE:

“I discovered things about myself I wouldn't normally think about.”

OUR CASE STUDY

FEMALE, AGED 10

A initially attended a drop-in session but soon recognised she needed a consistent space to work through her feelings. She often struggled with connecting to her emotions and found changes or endings particularly difficult.

NEEDS

Friendship challenges, emotional regulation, difficulties with change and endings

WHAT WE DID:

The focus of our sessions was helping A explore and name her emotions, understand her patterns, and build confidence in navigating friendships.

Art-based interventions became a turning point. Through drawing and creative expression, A began to connect more deeply with her feelings.

Themes that appeared consistently included guilt, blame, self-worth, and peer relationships.

There was a noticeable shift in her confidence after she participated in the school show. When we explored her sense of pride and achievement, it became a powerful anchor for self-belief. We used this moment to reinforce her strengths, resilience, and ability to cope.

PROGRESS

- Improved ability to recognise and name emotions
- Greater confidence and sense of self
- Healthy coping tool developed (drawing when overwhelmed)
- Identified trusted adults at school for support
- Increased emotional resilience around friendship challenges

IMPACT

A's confidence grew significantly during her sessions, and despite finding the ending difficult — due to her past experiences with loss and change — she was able to engage in a meaningful closing process. She left with trusted strategies, strengthened resilience, and a clearer sense of her own emotional needs.

STUDENT VOICE:

She shared that the sessions helped her “understand my feelings more,” and said that being in the school show made her “feel proud and brave,” which became a key emotional anchor.

OUR CASE STUDY

MALE, AGED 8

SR was referred to counselling following emotional difficulties linked to his mother leaving. He entered sessions quietly and cautiously, taking time to understand the space and the boundaries of therapy. As trust grew, his engagement deepened, particularly through expressive play.

NEEDS

- Emotional regulation
- Support processing abandonment
- Confidence expressing feelings
- A sense of emotional safety and stability

WHAT WE DID:

- Established a safe and predictable therapeutic environment
- Used Lego-based play therapy to help him communicate emotions symbolically
- Explored themes around family, anger, loss, and security through play narratives
- Introduced journaling as a gentle way to express feelings
- Highlighted and reinforced the support system he had with his father and aunt

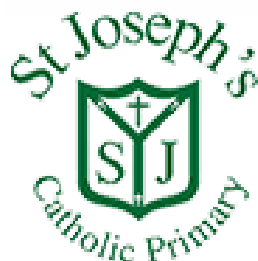
PROGRESS

- Became more comfortable expressing difficult emotions indirectly through play
- Developed early emotional language and understanding
- Built trust and rapport, allowing deeper emotional exploration
- Started using journaling to recognise and release feelings
- Identified safe adults and what he needs from them

IMPACT

SR made steady emotional progress and began developing healthier ways of managing the impact of early abandonment. With collaboration between home and school, he is now better able to identify his feelings and seek support when needed.

OUR CLIENTS



**BOOK A CONVERSATION TO
EXPLORE HOW WE CAN SUPPORT
YOUR SCHOOL'S WELLBEING
PRIORITIES THIS TERM.**



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