A thick black L-shaped frame surrounds the text. The top bar is horizontal and extends from the left edge to the right edge of the text area. The left bar is vertical and extends from the top bar down to the bottom bar. The bottom bar is horizontal and extends from the left edge to the right edge of the text area.

RSE AND CHILDREN'S MENTAL HEALTH AND WELL-BEING PARENT INFORMATION EVENING

Miss Joanna Tebbutt – Mental Health and Wellbeing Lead

jtebbutt@tewincowper.herts.sch.uk

Year 6

Connecting through Dance....

MENTAL HEALTH AND WELLBEING

*“HOW DO WE VALUE AND SUPPORT
MENTAL HEALTH AND WELLBEING AT
TEWIN COWPER SCHOOL?”*

Miss Joanna Tebbutt – Mental Health and Wellbeing Lead

jtebbutt@tewincowper.herts.sch.uk

Who am I?





Aims:

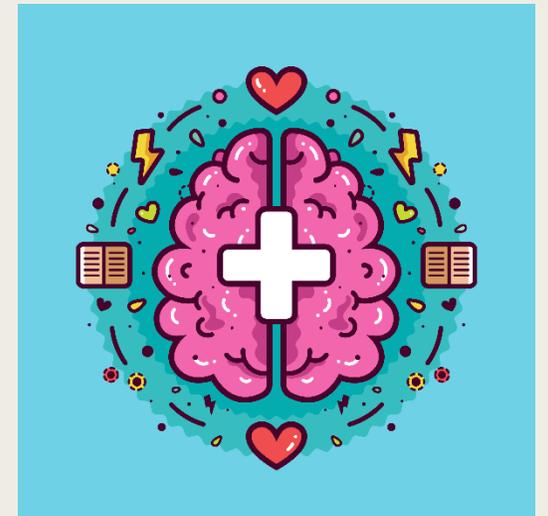
- What is Mental Health?
 - Mental Health and Wellbeing in Children - Anxiety
- How do we support Mental Health and Wellbeing in school?
 - What is the process if there is a worry?

Links and further information for you at home.

What is Mental Health?

- Good 'Mental Health' and 'Physical Health' make for a healthy being! They come hand-in-hand.
- Mental health includes our **emotional, psychological, and social well-being**. It affects how we **think, feel, and act**. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.
- Over the course of your life, if you experience mental health problems, your thinking, mood, and behaviour could be affected. Many factors contribute to mental health problems, including:
 - Biological factors, such as genes or brain chemistry
 - Life experiences, such as trauma or abuse
 - Family history of mental health problems

<https://www.mentalhealth.gov/basics/what-is-mental-health>



Mental Health and Wellbeing in Children - Anxiety

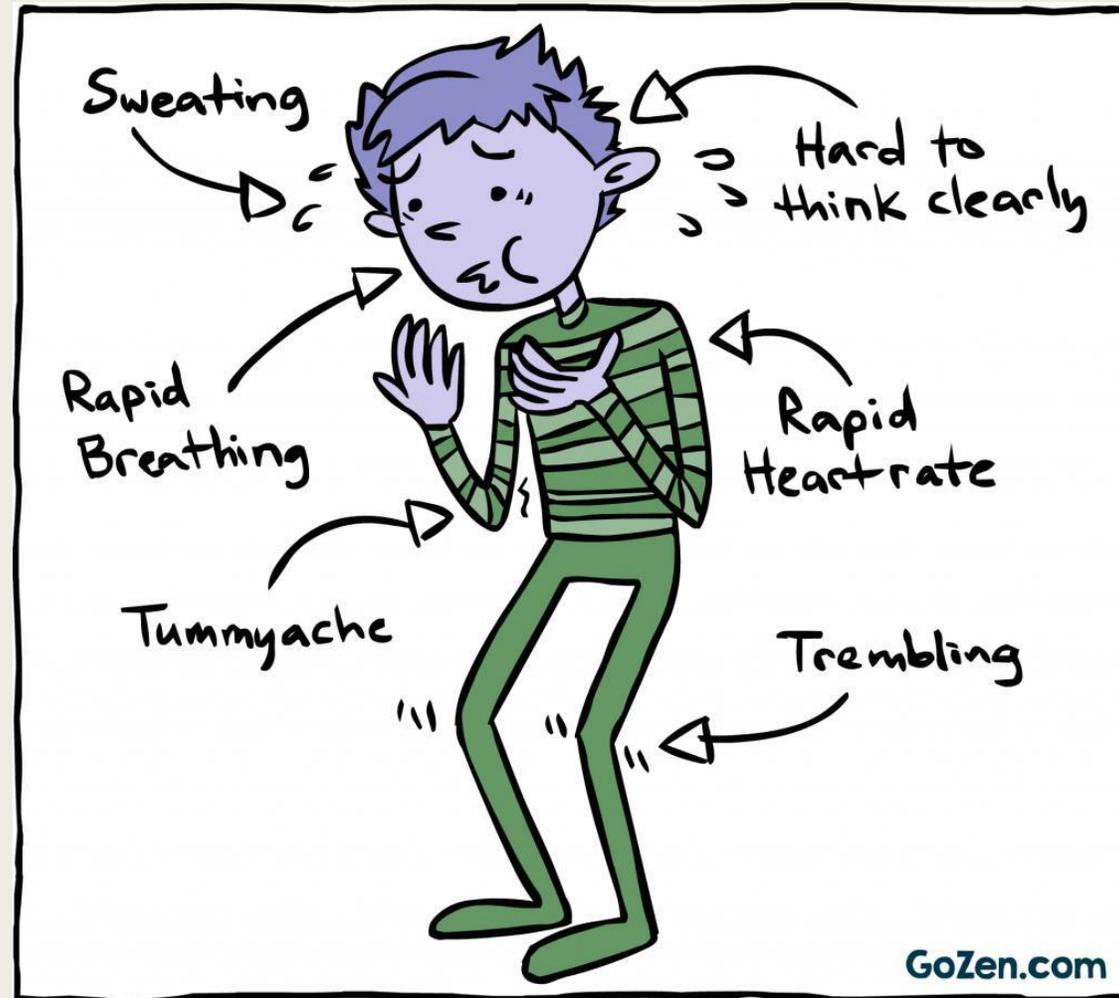
Anxiety is normal, but...

- Is it developmentally normal and in proportion to the situation, e.g. separation anxiety in younger children?
- What are the triggers?

Primitive Response

We developed the ‘fight or flight’ response (also known as the ‘acute stress response’) that’s hard-wired into our brains. It was originally designed to make sure we’re alert and attentive during times of danger or threat to keep us protected.

What does Anxiety look like?



How to spot the signs in your young person

- Unexplained physical symptoms e.g. tummy ache, headaches, fatigue sometimes real or as a way of avoiding particular situations e.g. going to school or social events, exams.
- Needing constant reassurance from parents.
- Asking questions about things that have or might have happened – imagining the worst.
- Difficulty in sleeping.
- Overly perfectionist in relation to school work and appearance e.g. coming up to social events.

School –spotting the signs

- May be extremely quiet, withdrawn at school
- Significant changes in academic performance, needing lots of reassurance from teachers.
- Isolated at break times
- May show physical signs of anxiety, sweating, rapid breathing, trembling (previous slide)
- Loss of interest in previous hobbies



What can you do to help?

- Try to recognise when **you** are getting anxious as this may increase your child's anxiety. It is normal to feel anxious at times.
- Anxiety is normal – when to be concerned – Impact on daily life, out of proportion to the event/age appropriate?
- Praise for steps in the right direction – face the fear gradually.
- Be honest and talk about your feelings.
- Talk to your child about their worries and fears.
- Encourage your child to have a go.
- Praise for steps in the right direction.
- Acknowledge setbacks are normal.



Simple strategies for supporting your child

- Look at a simple scale from 1 to 10 or use a smiley face chart to enable your child to rate their worries.
- Remember – anxiety is a continuum – anxious feelings will pass.
- Make sure that your child can talk to you and/or another appropriate adult.
- Encourage **resilience** – give your child the tools to help themselves.
- Sleep
- Exercise
- Good diet
- Reduce technology
- Read stories / talk / listen to CDs/audiobooks
- Spend quality time with your child – have fun
- Relaxation / mindfulness / breathing
- If you are very concerned talk to your child's teacher and/or the GP



Mindfulness

- Five finger breathing
- Five senses test
- Sparkle jar
- Mindful colouring, you can draw
- Guided meditation for children
- Relaxing music
- Cosmic kids

<https://www.youtube.com/watch?v=m-CYBzxulsM>



How do we support Mental Health and Wellbeing in school?

- PSHE – 5 Ways to Wellbeing, talking through/acting out social situations, ‘normalising’ feelings
- Buddy System
- Positive Behaviour Policy, a Therapeutic Approach to behaviour (STEPS)
- RSE (Relationships and Sex Education)
- Our School Ethos
- Collective Worship
- Community
- Daily Mile
- Children’s Mental Health Week
- Giving children the tools to support them in identifying when something “isn’t right”
- Giving them the tools to support them through that time and for the future



Mental Health and Wellbeing Support in school

Classroom TA's – close relationship

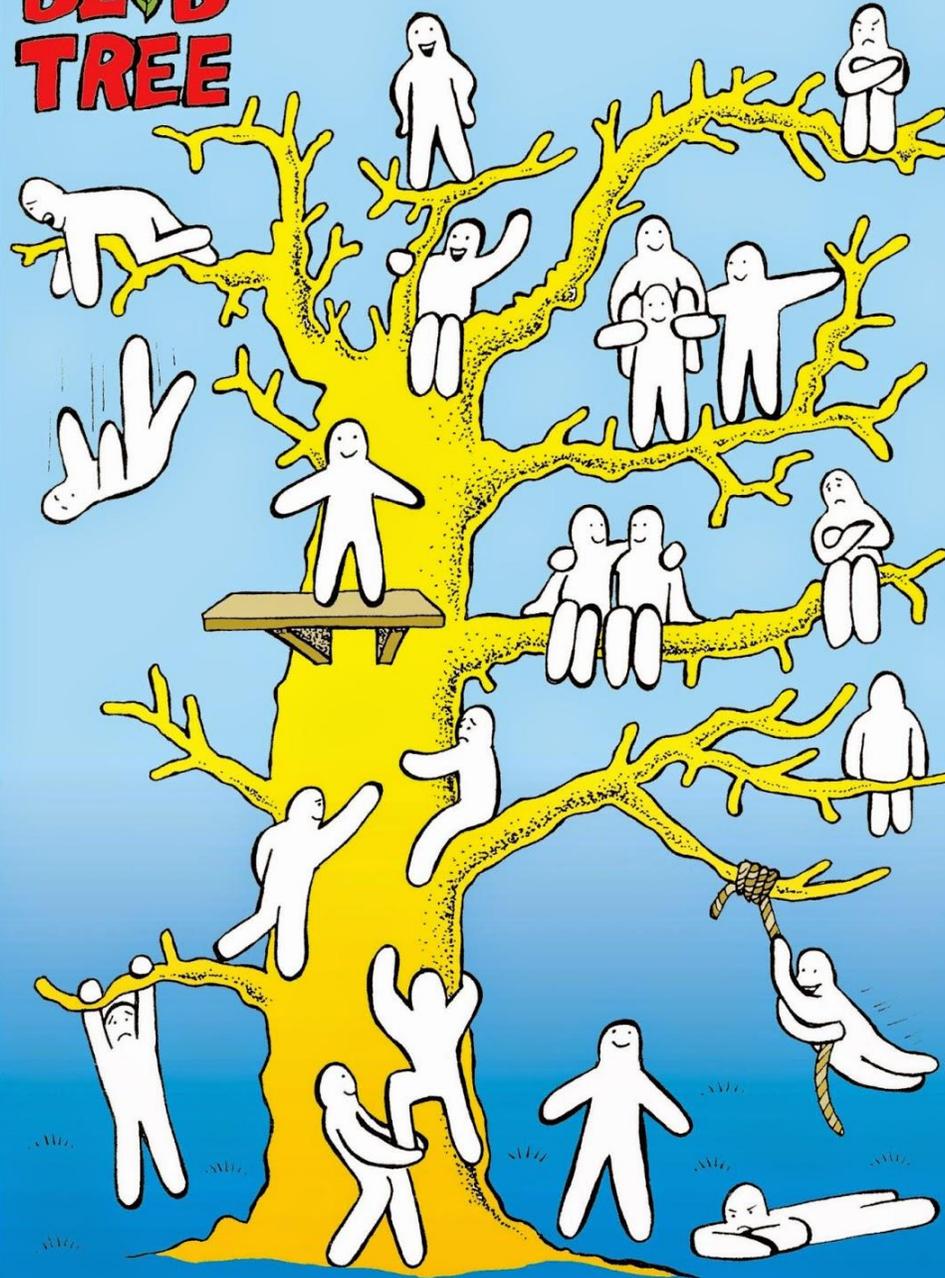
Mindfulness/Mindful Garden/Blob Tree/Meditation/Stress Bucket/Mood Battery

Social Skills/Lego Therapy

Milo the Therapy Dog

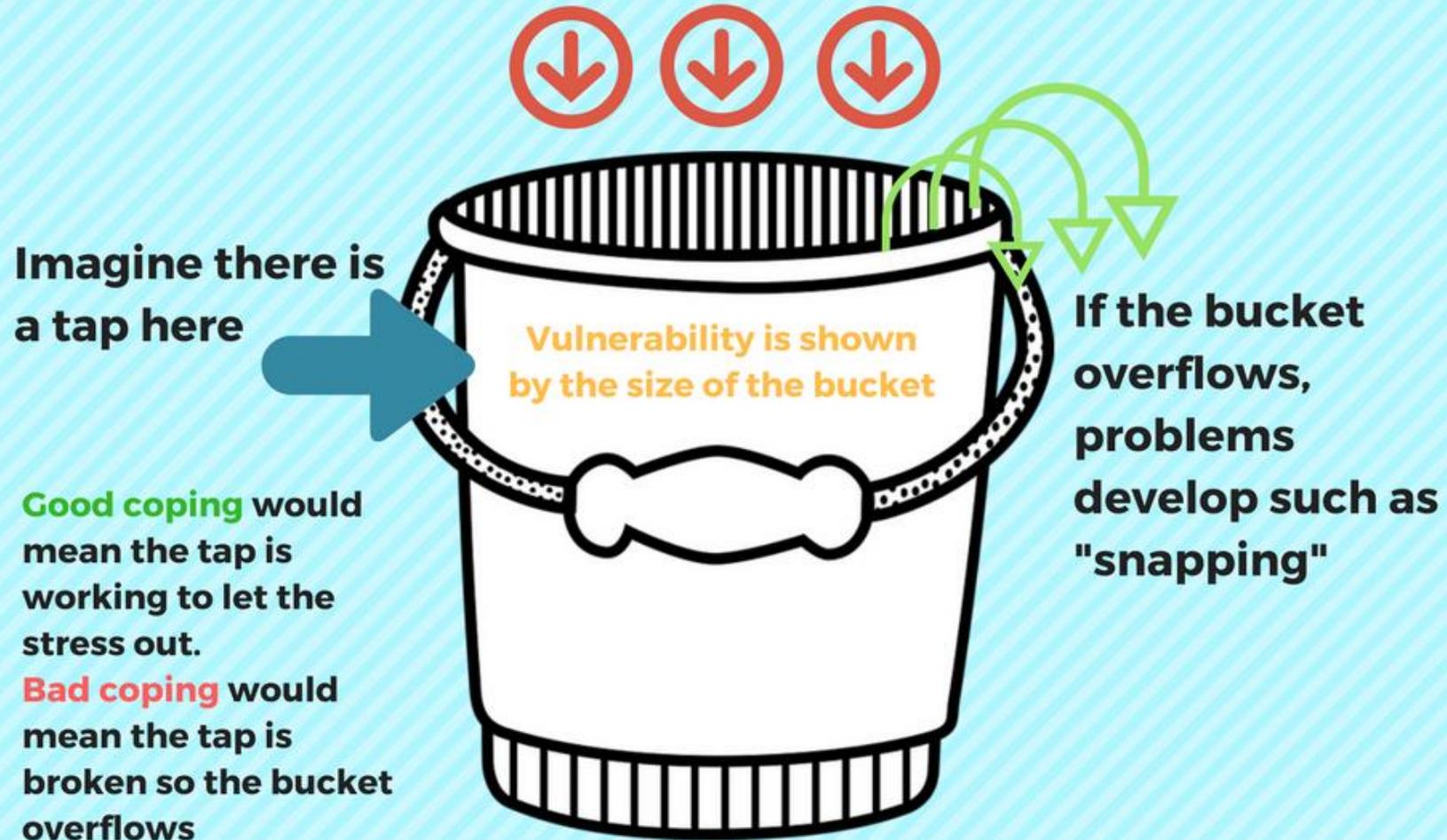
Bereavement Counselling

BLOB TREE



The Stress Bucket

Stress flows into the bucket



My role beyond the day-to-day...

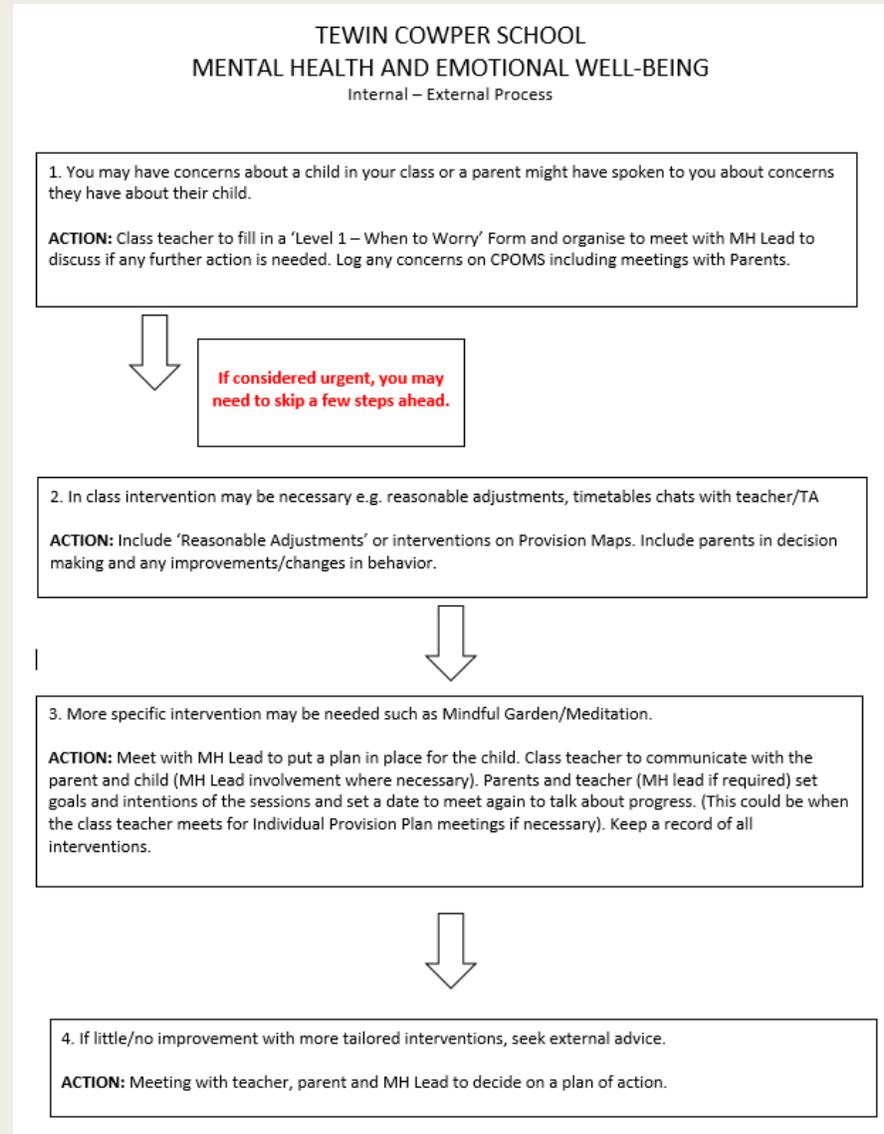
Signposting and supporting

- Contacting GP
- Support with referrals
- Signposting to external agencies



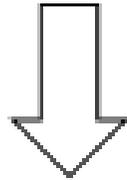
What is the process if there is a worry?

Appendix A



1. You may have concerns about a child in your class or a parent might have spoken to you about concerns they have about their child.

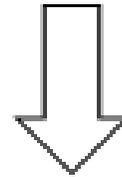
ACTION: Class teacher to fill in a 'Level 1 – When to Worry' Form and organise to meet with MH Lead to discuss if any further action is needed. Log any concerns on CPOMS including meetings with Parents.



If considered urgent, you may need to skip a few steps ahead.

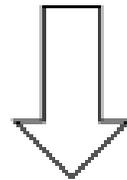
2. In class intervention may be necessary e.g. reasonable adjustments, timetables chats with teacher/TA

ACTION: Include 'Reasonable Adjustments' or interventions on Provision Maps. Include parents in decision making and any improvements/changes in behavior.



3. More specific intervention may be needed such as Mindful Garden/Meditation.

ACTION: Meet with MH Lead to put a plan in place for the child. Class teacher to communicate with the parent and child (MH Lead involvement where necessary). Parents and teacher (MH lead if required) set goals and intentions of the sessions and set a date to meet again to talk about progress. (This could be when the class teacher meets for Individual Provision Plan meetings if necessary). Keep a record of all interventions.



4. If little/no improvement with more tailored interventions, seek external advice.

ACTION: Meeting with teacher, parent and MH Lead to decide on a plan of action.

Resources

- Books
- Relaxation tapes
- Fiddle toys / sensory toys
- Breathing exercises
- Yoga
- Mindfulness
- www.headspace.com/kids
- www.Kooth.com
- www.minded.org.uk
- www.hpft.nhs.uk/wellbeing-service
- www.itsgoodtotalk.org.uk
- Young Minds – parent line 0800 802 5544 or webchat <https://www.youngminds.org.uk/parent/>

Please send me your recommendations too!

Continued..

Healthy Young Minds In Herts

<https://www.healthyyoungmindsinherts.org.uk/>

&

<https://www.healthyyoungmindsinherts.org.uk/schools/how-look-after-your-mental-health-and-emotional-wellbeing-during-covid-19-outbreak>

CAMHS (Child and Adult Mental Health Service)

<https://www.hpftcamhs.nhs.uk/>

Educational Psychology Contact Line for Parents

<https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/educational-psychologists.aspx>

Continued...

Place2Be

https://parentingsmart.place2be.org.uk/?utm_source=toolkit&utm_medium=social_share&utm_campaign=parentingsmart&utm_content=sep21



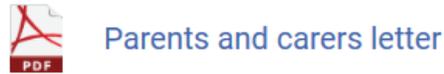
<p>Our mealtimes are turning into a battleground</p> <p>8 min read</p>	<p>My child is being bullied. What can I do?</p> <p>2 min video 6 min read</p>	<p>Secondary school transition</p> <p>10 min read</p>
<p>Positive gender identity development</p> <p>8 min read</p>	<p>Routines and rituals</p> <p>2 min video 6 min read</p>	<p>Helping your child when they start or change primary school</p> <p>2 min video 6 min read</p>
<p>My child is anxious</p> <p>2 min video 8 min read</p>	<p>Nurturing talents</p> <p>6 min read</p>	<p>My child says 'I hate you!'</p> <p>5 min read</p>

Parent and Carer Courses

COVID-19 Webinar for 11-19 year olds, 17th February (Ping sent 12th February)



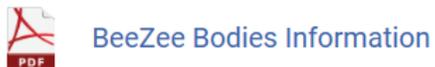
Parent and Carer Support (Ping Sent 11th May 2020)



5 Ways to Wellbeing and Supportive Apps Letter (Ping Sent 27th April)



Crisis Support contact information, BeeZee Bodies webinars, and Emotional Wellbeing Training (Ping sent 18th January 2021)



Spot the Signs and Emotional Wellbeing bitesize videos for parents/carers and families

- Introduction to Mental Health
- Five Ways to Wellbeing
- Emotional Wellbeing and Coping Strategies

[Click here to access videos](#)

Hertfordshire Mind Network's Spot the Signs & Emotional Wellbeing project offers a fully-funded programme of training and workshops to children and young people (CYP), CYP's parents/carers and professionals working with CYP.

Our bitesize mental health and emotional wellbeing videos have been created especially for parents/carers and families to improve understanding and gain confidence in talking about mental health and emotions with children and young people.

PLEASE HELP US TO HELP YOU!

Recommendations of Books/Resources

Recommendations of Strategies

How else can we help you?

Questions



THANK YOU

