



## Mental Health and Well-being at Roundwood Primary

On Thursday 27<sup>th</sup> February, we led a session in the evening for parents and carers dedicated to Mental Health and well-being.

The aims of this session were to discuss and share:

- Mental Health - what it is?
- Raise Mental Health awareness with statistics
- Behaviours that may show concerns of Mental distress/Mental ill Health
- Risks and protective behaviours around Mental health
- Provide information around well being
- Basic science around brain function
- What we are doing as a School to support pupil well-being
- Ways to improve mental well-being
- Suggested reading
- Where to find further information or support

This newsletter is to condense and highlight some of the key points delivered for all parents and carers to refer to as we appreciate not everyone could make the session. We hope you find it useful,  
Kind regards,

Mrs L Stevenson  
Mental Health Lead and PSHE subject lead

### **Defining Mental Health**

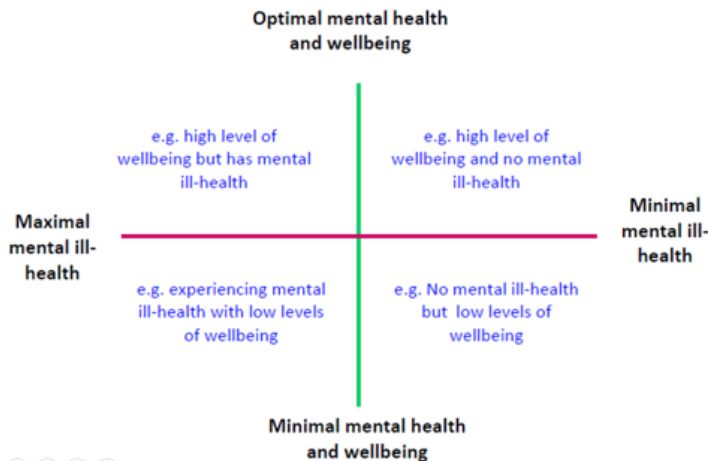
Emotional wellbeing has been defined as: “A positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities and the wider environment.” WHO 2007

For CYP: “Mental health, “The capacity to live a full, productive life as well as the **flexibility to deal with its ups and downs**. In children and young people it is especially about the capacity to learn, enjoy friendships, to meet challenges, to develop talents and capabilities.” Young Minds.

### **Our Roundwood Primary School Journey**

Throughout our curriculum we have always used strategies to support children’s well-being as it is part of our core values. However, over the last two years, as a School we have worked explicitly on pupils’ understanding of Mental Health. Initially, from pupil surveys and feedback, children did not know what this meant. Continuing our work, children began to understand that some individuals have Mental ill health. From further development the majority of children could explain that we all have mental health and need to look after our brains just like our physical health. Many of our children are also able to identify ways to care for their mental health. It is important we continue our work to help children find strategies which support their mental well-being and to cope with life’s stresses and ‘ups and downs.’

## Dual Continue Model of Mental Health (Adapted) (Tudor, 1996)



This model shows Mental Health as a continuum. We all have Mental Health to look after and we can all move on the continuum at various times in our lives. It is possible to have a diagnosed mental Health illness but still have high mental well-being. Like wise you may not have a diagnosis but can experience lower levels of well-being or perhaps have a condition which is undiagnosed. Stress is a normal response to situations in life which impact our well-being. It is important as a School, and for you all as parents/carers, that we look after our mental health as well as support children to look after theirs, seeking professional support where required.

### Some possible presenting behaviours of low well-being.

**Please remember that everyone is different and these are simply some common signs to look out for.**

- Becoming withdrawn, isolated, quiet or very sad, friendships/bullying issues, tearful, worry, stress, anxiety, panic attacks and fears.
- Obsessive or repetitive behaviour or rituals.
- Troubling dreams or memories sleep or eating problems.
- Problems focusing or concentrating, over activity aggressive or disruptive behaviour, getting into fights.
- Self harm and or talking about not wanting to be around anymore, drug and alcohol use.
- School refusing or producing disturbing work.
- These are just some of the behaviours children and young people may present with but remember that everyone is different!

The brain is incredibly complex but these videos by Andrew Curren are certainly worth watching and show simple scientific explanations of the brain, its emotions, requirements and the differences in adolescents' brains.

1. Andrew Curren – brain development.  
<https://www.bing.com/videos/search?q=andrew+curren&view=detail&mid=5617D196E75B32BC32275617D196E75B32BC3227&FORM=VIRE>

2. Andrew Curren – neurobiology in adolescence  
<https://www.youtube.com/watch?v=YErVTlaiHik&feature=youtu.be>

As a School, we know there is always a reason for behaviour. The tip of the iceberg is the behaviour we see but there are thoughts and feelings driving the behaviour.

We would question:

'What were you thinking or feeling when X happened?' In the moment the individual may not be aware and need space or time before responding to this. This can be a useful tool for at home as well as school.

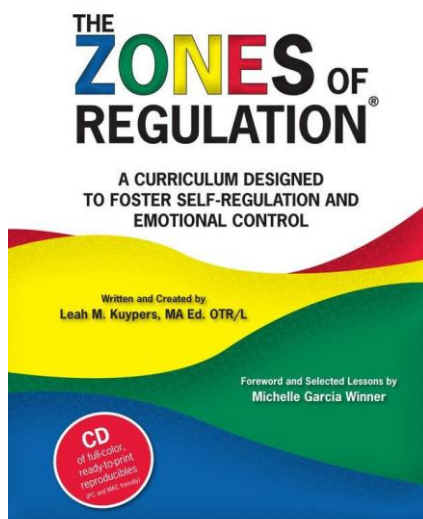
### Key assessment questions

- How severe are the difficulties?
- How long have they persisted?
- What impact are the difficulties having on the young person, school, family, peers?
- Are the difficulties present at home, school and in the community?
- Are the difficulties proportionate to life events?
- What helps / what does the young person / family think will help?



## What we do at Roundwood Primary to support Mental Health and well-being of our pupils

- 5 ways to well being assemblies – Connect, Be active, Take notice, Keep learning and Give. This provides strategies to well-being and introduces more exercise, social interaction, mindfulness, learning and giving where needed.
- We show unconditional positive regard for pupils and their families; acceptance and kindness can help people to regulate themselves.
- Treat children and young people as individuals; avoid labelling (pupils may define themselves by their behaviours or difficulties).
- Help pupils to see that emotional responses to life problems are normal; de-escalate their anxiety if they are experiencing a normal response.
- Respond to the causes of emotional difficulties such as bullying, family issues, struggling to access learning etc.
- Provide opportunities for pupils to complete activities that help them to cope such as colouring, listening to music etc., we are not afraid of giving them time/time out.
- We listen and provide supportive advice to solve/resolve or feel more comfortable in situations. For many pupils activities/ lessons are adapted, including questioning, to ensure pupils are challenged but within an acceptable level (learning not fear inducing).
- Mental Health awareness days #HelloYellow
- Just Talk week (February 2019)
- New PSHE curriculum (Jigsaw) – Mindfulness approach – regular well-being opportunities (weekly) There are many units (jigsaw pieces) e.g. dreams and goals, healthy me, identifying strengths and relationships which support pupils.
- We use Zones of Regulation – teaching children to learn to self regulate their emotions.
- Behaviour management is a gentle approach to help resolve problems at the root rather than authoritarian – We use Hertfordshire STEPS training.
- Worry boxes in all classrooms
- Monday morning mindfulness registration to ease into the week after their weekends.



One of the most **sincere** forms of **respect** is *actually listening* to what **another** has to say.

Bryant H. McGill

## Ways in which you can get further information of support

- Please inform us of any concerns - Class Teacher, Mental Health Lead, Head Teacher or Mrs O'Connor our SENDco. (Special Educational Needs and Disabilities co-ordinator). There may be early interventions or support we can provide within school to help with the matter.
- We are not experts, staff have been trained on their level 1 mental Health. Mrs Stevenson has been trained in Level 2 and Mental Health first aid but what is very important is that we have contacts for specialist intervention or crisis support.
- Visit your GP to discuss your child's well-being/Mental Health or concerns.
- A local support network called Harpenden Plus Partnership. There are referral forms where if successful, children can receive counselling sessions.
- Youngminds – have lots of advice for parents and carers including a 'Parent survival guide' 0808 8025544 Parent helpline for Youngminds open Monday – Friday 9:30-4pm  
<https://www.healthyyoungmindsinherts.org.uk/parents-and-carers/when-look-for-professional-help>
- NHS have a lot of support for families and advice.
- <https://www.time-to-change.org.uk/>
- <http://www.mind.org.uk>
- Wellbeing Service – Support for parents in dealing with Stress, Anxiety and Depression - <http://talkwellbeing.co.uk> or , call 0300 777 0707 – free service under NHS
- Action for Happiness, 10 keys to happier living - [www.actionforhappiness.org](http://www.actionforhappiness.org)

### School nursing:

Health for kids website:

<https://www.healthforkids.co.uk/hertfordshire/>

- Health for teens website:

<https://www.healthforteens.co.uk/hertfordshire/>

Chat Health is a confidential school nurse text messaging service for all secondary school aged pupils. Monday to Friday from 9am-5pm. Young people can message for advice on all kinds of health issues such as sexual health, emotional health and wellbeing, bullying, healthy eating and any general health concerns. Chat Health text number is: 07480 635050

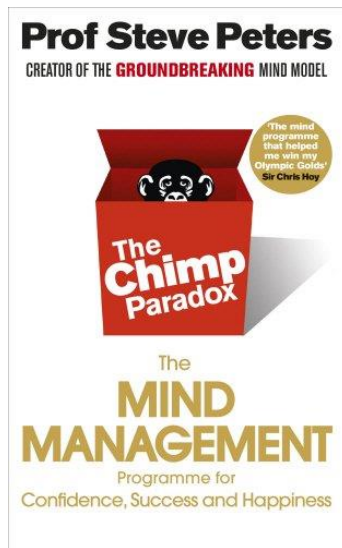
- Childline - <https://www.childline.org.uk/get-support/> Who also can provide counselling support as well as their contact number for children.
- Kooth.com – Online counselling from trained professionals for 10 – 25 Year olds.
- **If you are seriously concerned about your child's well-being and there may be a risk to life – you can also call 999 just like any emergency.**
- **If you are seriously concerned and feel you need urgent care/support alternatively phone 111.**
- **We have been advised to recommend Lister or Watford hospitals for A&E departments where possible as these have specialist paediatric wards and CAMHS departments.**



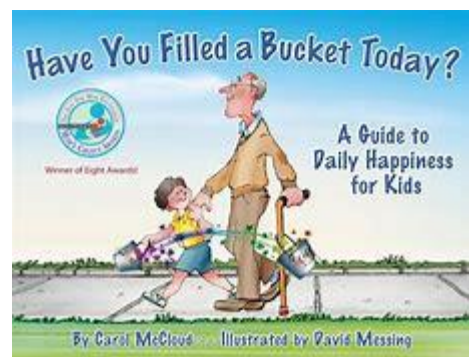
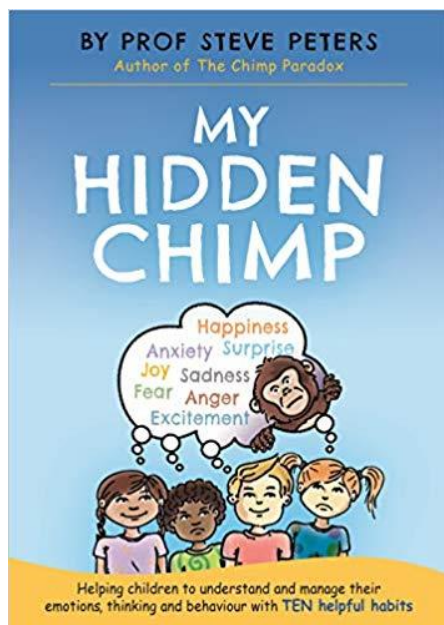


## Other recommended reading:

For adults...



For children and parents/carers



## Other apps or suggestions:

- Mood istory (£4.99) on the app store.
- Mood diary
- Food diary
- Gratefulness diary
- Yoga for children
- A hobby or sporting exercise

