

Parents' Forum Mental Health

Saturday 9 November 2019



Come and talk to us about absolutely anything.
We're here to listen, talk and support you.
YOU'RE NOT ALONE

STOP, DROP & TALK

IT'S OKAY NOT TO FEEL OK

TUESDAY & THURSDAY LUNCH TIMES DROP IN
IN THE LEARNING SUPPORT CLASSROOM
(Opposite the water fountain at back porch)



Aims

To understand what we mean by 'mental health'

To understand the teenage brain

To share how we promote mental fitness in Barney

To share the support networks in place for your children

To share advice and develop understanding of some key mental health problems

To signpost additional advice and reading

Agenda

- What is Mental Fitness?
- A brief (and basic) science lesson

Coffee Break

- Wellbeing @Barney
- Some of the key issues
- Advice for parents and recommended reading

YOUNG MiMDS

“The strength and capacity of our minds to grow and develop, to be able to overcome difficulties and challenges, and to make the most of our abilities and opportunities”.

Just like physical health, people can have good mental health or have problems that they need help to overcome.



JANEY DOWNSHIRE AND NAELLA GREW



TEENAGERS TRANSLATED

Anxiety • Food Issues • Self-harm
Social Media • Gaming • Drugs • Alcohol
Pornography • Peer Pressure

A PARENT'S SURVIVAL GUIDE

What does good mental health look like?

Your child being able to think, feel and react in effective and appropriate ways, especially when facing life's challenges...

“mini-declines in mental health are to be expected – prolonged low moods (helpless, demotivated and exhausted, issues with sleeping, eating, self-esteem, socialising and physical health or behaviour = alarm bells”

Be Your Best

Children and young people who are mentally healthy should be able to:

- **Develop** normally in the way they **think, feel** and **behave**
- Have **friends** and play
- Be **caring** towards others
- Understand **right from wrong**
- Be able to **solve problems** and **learn** from setbacks.
- They should be able to develop academically and **learn** and **achieve** in school

Factors in the individual

Predisposing

- Genetic Influences
- Low IQ and developmental difficulties
- Difficult temperament
- Bereavement
- Alcohol and drugs
- Violence
- Low self-esteem
- Physical / mental health disorders

Protective

- Good self-esteem
- Good problem-solving skills
- Good communication skills
- Resilience
- Good physical health
- Experiences of success & achievement
- Humour
- Being a planner

Factors in the family

Predisposing

- Parental alcohol / substance misuse
- Parental criminality
- Parental mental illness
- Failure to adapt to a child's needs
- Parental conflict
- Family breakdown
- Inconsistent discipline
- Hostile or rejecting relationships
- Abuse

Protective

- Supportive relationships
- One good parent relationship
- Good parenting
- Security
- Clear and consistent discipline
- Absence of family discord
- Affection

Factors in the community

Predisposing

- Socio-economic disadvantage
- Breakdown / lack of positive relationships
- Bullying
- Deviant peer influences
- Discrimination
- Living in institutional settings
- Refugee status
- Significant life events

Protective

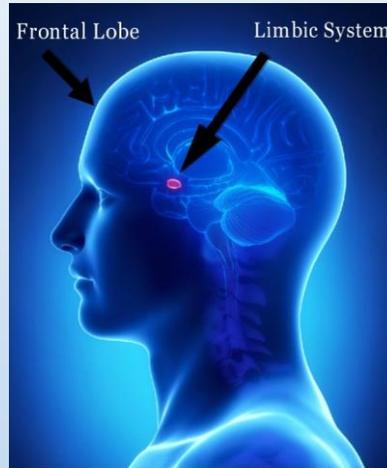
- Good standard of living
- Wide support networks
- Opportunities for valued social roles
- Range of sports / leisure activities
- Social justice
- Acceptance
- Equality
- Security

The Teenage Brain – a Science Lesson...

The Frontal Lobe

Rationality, impulse control

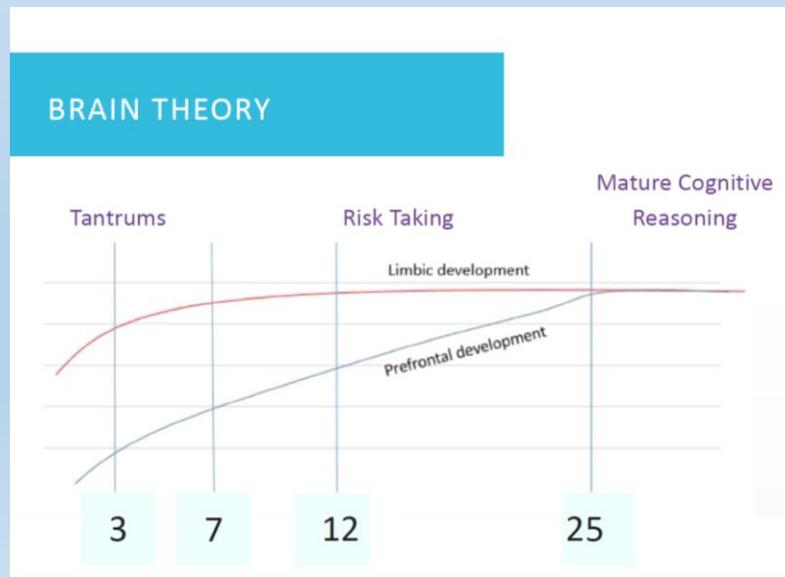
Soft-wired to approx. age 25



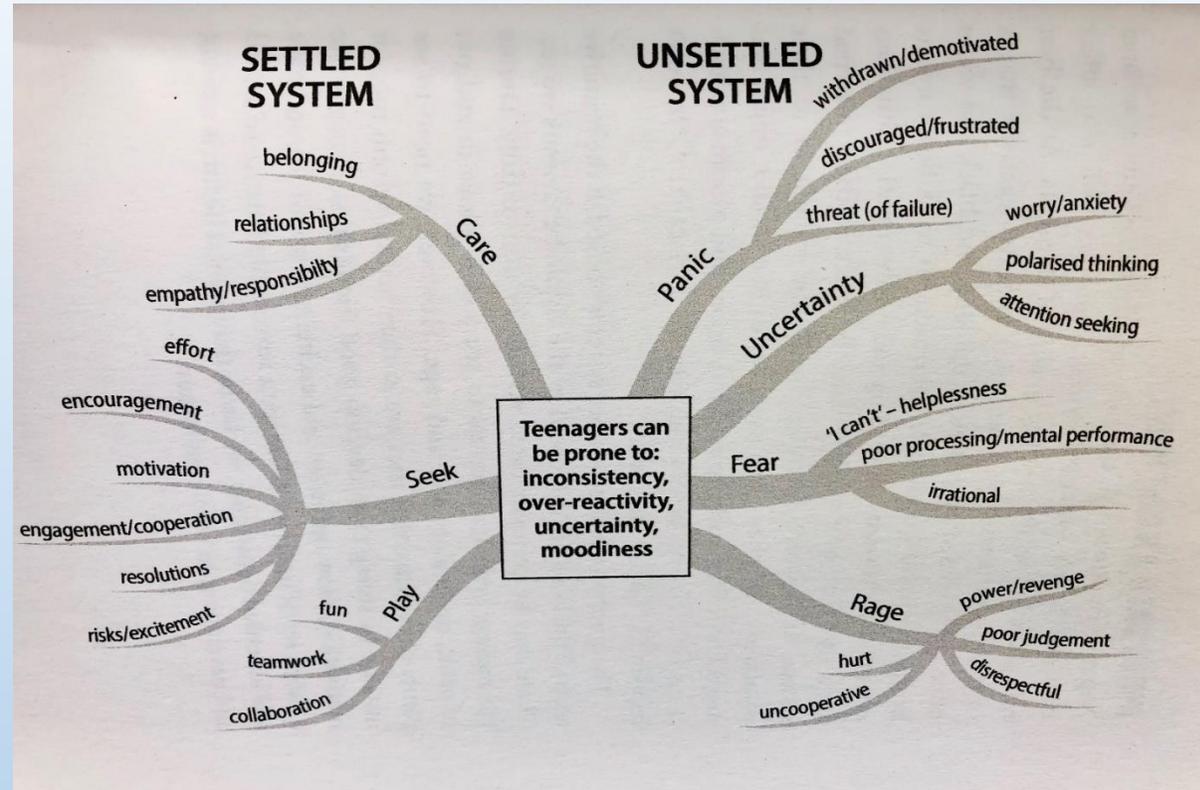
The Limbic System

Behaviour, emotions, reactions

Hard-wired at birth



Teenagers Translated: It is normal for teenagers to vacillate, to some extent, between being okay (settled system) and not being okay (unsettled system).



During the teenage years...

- Emotions are firmly in the driving seat
- The trigger-happy limbic system is prone to overreaction
- Day-to-day experiences and interactions provoke the emotional part of the brain
- The frontal lobe is still developing the art of self-control and emotional contentment
- By making healthy choices, the longer the periods under the influence of settled chemicals, the more the brain's behaviour system learns to remain calm

Fuelling the settled system:

When all is going well because of positive experiences, feel-good biochemicals are released. The longer the periods under the influence of settled chemicals, the more the brain's behaviour system learns to remain calm...

Chemical	Purpose....	Triggered by...
Oxytocin	Bonding and building trust	Reassurance, warmth, calm
Serotonin	Moderating impulsive behaviour	Happiness and energy
Melatonin	Sleep!!!!	Calm, screen-free evenings
GABA	Reducing anxiety and promoting inner peace	Tea, almonds, walnuts, bananas, broccoli, spinach, citrus fruits, oats
Dopamine	Brain change, enthusiasm, energy, curiosity, sex drive, ambition, concentration and motivation	Triggered by risk
Endorphins	Reducing pain and stress levels and promoting a sense of wellbeing	Exercise, excitement, love
Vasopressin	Social behaviour and bonding	Through play – relationship building

Fuelling the unsettled system:

Cortisol – *stress*

Adrenalin – *fight, flight, freeze*

Noradrenalin – *anti-depression*

Hormones – *testosterone & oestrogen*

What causes reactions in the teenage brain?

The minefield of being a teenager in 2019....

- FOMO
- The word “no” from parents
- Exam performance/pressure
- Identity / image
- Materialism
- Friendships and relationships
- Misunderstandings and uncertainty
- Fear of Failure
- Peer pressure
- Choices / Decisions
- Criticism and condescension
- Lack of gratitude and being ignored
- Unfairness
- Unrealistic Goals/ Expectations

Where is my child inventory? What is going on in their world?

Might they feel?

- Not in control of decisions/problems
- Unable to stick to boundaries
- Insecure with peer group/not being included
- Vulnerable to peer influence in order to fit in
- Sad, angry, scared as a result of changes or loss
- Unable to manage new independence
- Abandoned by busy/preoccupied adults
- Unduly pressured, controlled or criticised
- Not up to the mark – work, looks, achievements?
- Depressed after trauma/accident/illness
- Need to escape – on Xbox or computer

Could indicate child in unsettled system and in need of attention.

Mental health problem

- A disturbance of function in one area of relationships, mood, behaviour, or development that is severe enough to require professional intervention.

Mental health disorder

- A severe problem (commonly persistent) or the co-occurrence of a number of problems, usually in the presence of several risk factors.

MENTAL HEALTH CONTINUUM MODEL



HEALTHY	REACTING	INJURED	ILL
<ul style="list-style-type: none"> • Normal fluctuations in mood • Normal sleep patterns • Physically well, full of energy • Consistent performance • Socially active 	<ul style="list-style-type: none"> • Nervousness, irritability, sadness • Trouble sleeping • Tired/low energy, muscle tension, headaches • Procrastination • Decreased social activity 	<ul style="list-style-type: none"> • Anxiety, anger, pervasive sadness, hopelessness • Restless or disturbed sleep • Fatigue, aches and pains • Decreased performance, presenteeism • Social avoidance or withdrawal 	<ul style="list-style-type: none"> • Excessive anxiety, easily enraged, depressed mood • Unable to fall or stay asleep • Exhaustion, physical illness • Unable to perform duties, absenteeism • Isolation, avoiding social events
ACTIONS TO TAKE AT EACH PHASE OF THE CONTINUUM			
<ul style="list-style-type: none"> • Focus on task at hand • Break problems into manageable chunks • Identify and nurture support systems • Maintain healthy lifestyle 	<ul style="list-style-type: none"> • Recognize limits • Get adequate rest, food, and exercise • Engage in healthy coping strategies • Identify and minimize stressors 	<ul style="list-style-type: none"> • Identify and understand own signs of distress • Talk with someone • Seek help • Seek social support instead of withdrawing 	<ul style="list-style-type: none"> • Seek consultation as needed • Follow healthcare provider recommendations • Regain physical and mental health

The school role in supporting and promoting mental health and wellbeing

DfE Advice and Research from further afield....

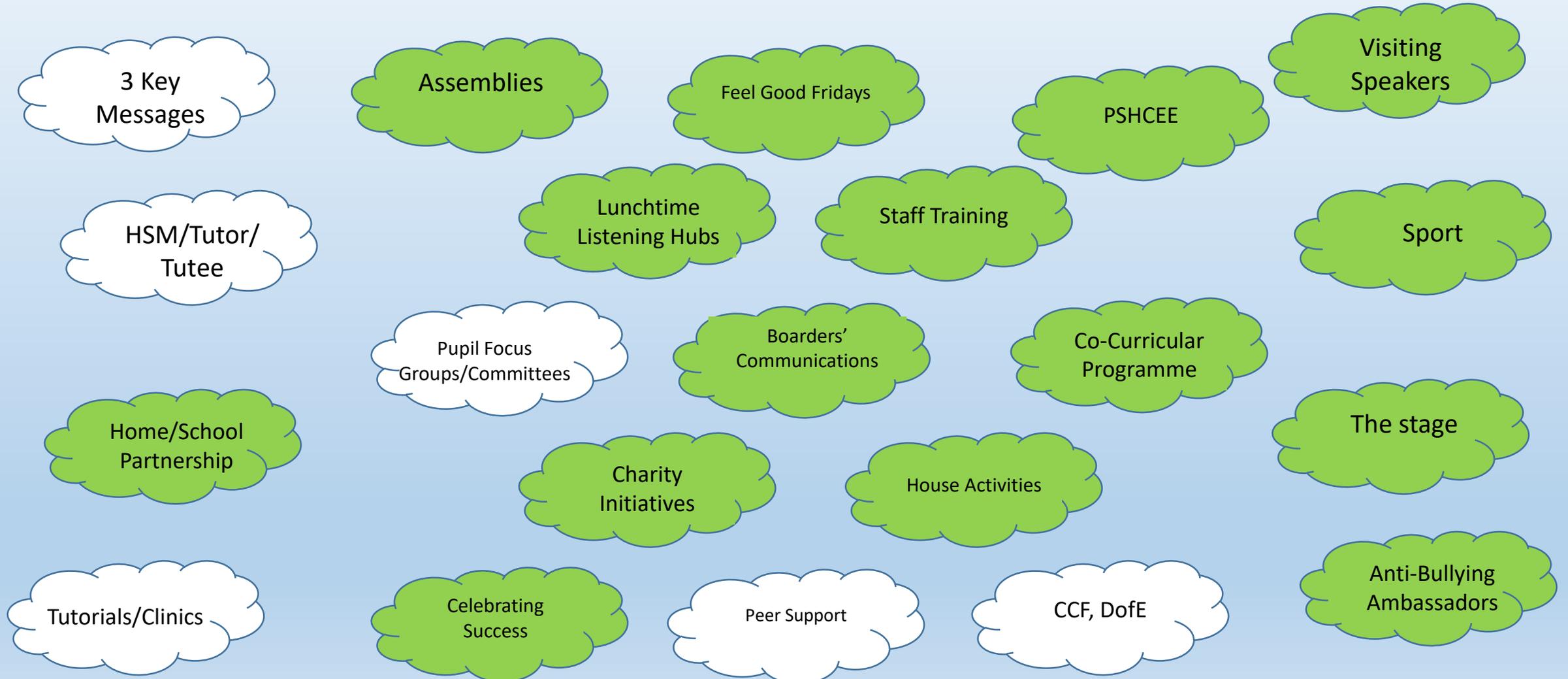
- **Prevention:** creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively.
- **Identification:** recognising emerging issues as early and accurately as possible;
- **Early support:** helping pupils to access early support and interventions;
- **Access to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

12 THINGS SCHOOLS CAN DO TO HELP STUDENTS' MENTAL HEALTH

- EDUCATION**
 - Educate students about signs and symptoms of mental health problems
- REFERRALS**
 - Make sure you have a good referral system in place to help students who are struggling
- TALK**
 - Encourage students to talk about how they are feeling
- PHYSICAL**
 - Promote physical wellbeing. Make sure students are eating healthy, exercising and eating a well balanced diet
- COPIING**
 - Teach coping skills to students such as problem solving
- PEERS**
 - Make sure older students are supporting younger years
- RESILIENCE**
 - Encourage autonomy and independence. Build confidence and self esteem
- LESSONS**
 - Incorporate positive mental health attitudes throughout lessons
- ENVIRONMENT**
 - Create a mental health friendly school environment.
- TEACHERS**
 - Provide teachers with education on how to support students struggling with mental health problems
- FAMILIES**
 - Involve the family. Make sure mum and dad are supported and know how to best support their child

@BELIEVEPHQ

How Barney promotes a wellbeing environment...






 BARNARD CASTLE
 PREPARATORY SCHOOL

The Barney Way

 Be kind
 Be polite
 Be smart
 Be organised
 Be respectful



The Barney Way

Drake



House Teacher



House Captain



Gilbert



House Teacher



House Captain



Grenville



House Teacher

House Captain



Raleigh



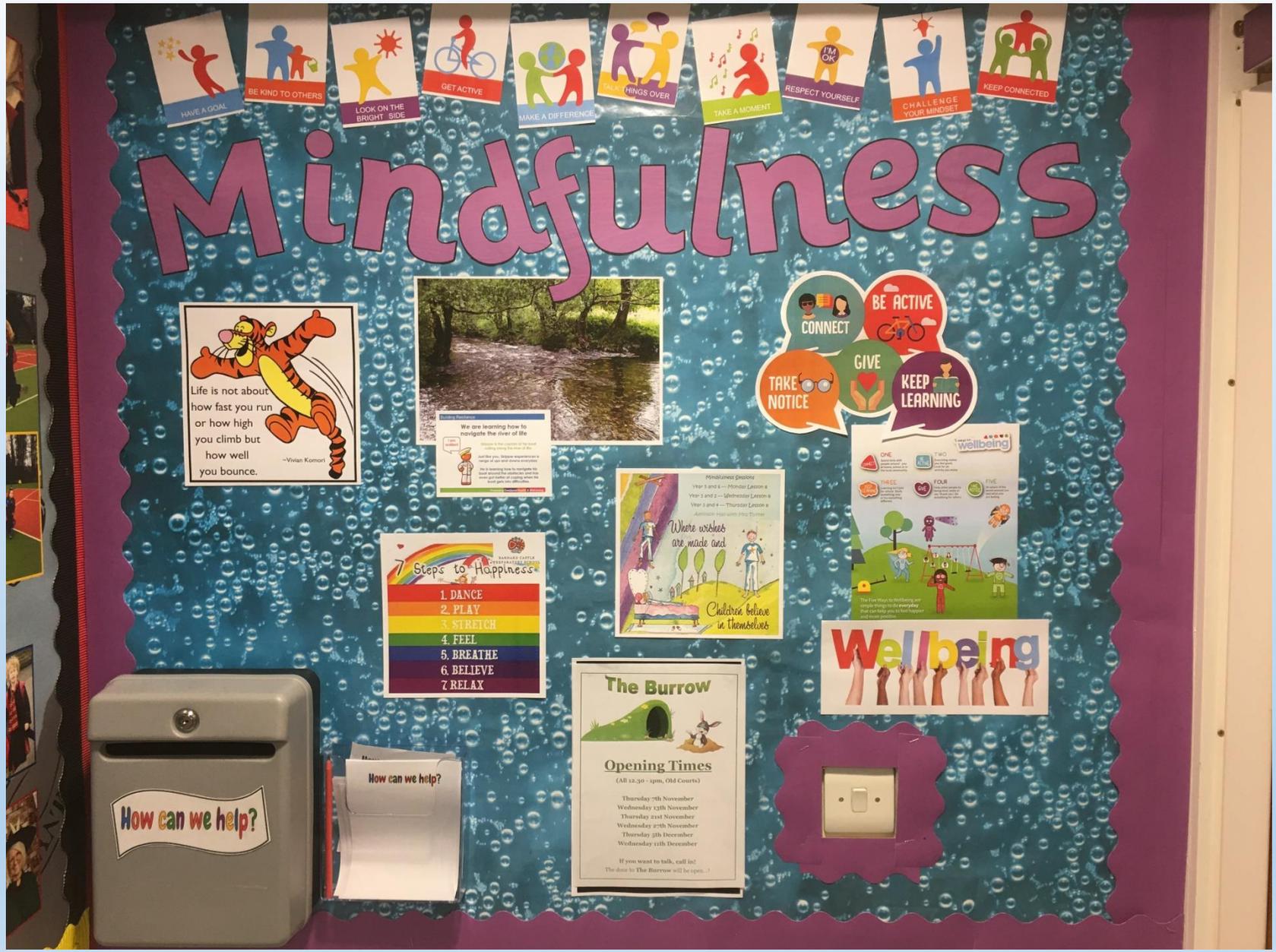
House Teacher

House Captain



Our House System

- All pupils now allocated to a house
- Siblings links
- Staff allocated to houses
- House captains (Y6) plus Head Boy and Head Girl
- Pastoral –based events; not just competitions
- Engendering the Prep School ‘family’ feel.

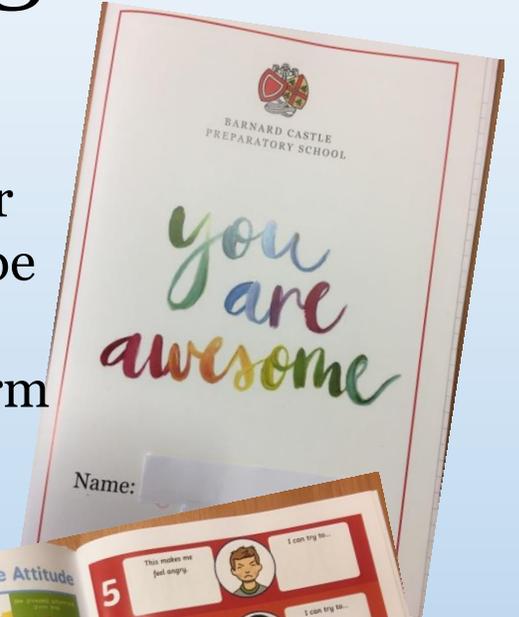


A clear focus upon mindfulness and wellbeing as an integral part of our 'Growth Mindset' approach.

Mindfulness and Wellbeing



‘You Are Awesome’
Workbooks for children for their own use in school- classtime-type activity. Children reflect upon their skills and feelings and affirm their ‘awesomeness’.



Timetabled relaxation lessons with Mrs Turner for each year group.
Based upon the ‘7 steps to happiness’:
Dance/Play/Stretch/Feel/Breathe/
Believe/Relax

Children caring for each other: the 'Barney Buddies'



'Diana Award'-trained Anti-Bullying Ambassadors, Y2-6. Emphasis in Prep School on the 'buddies' concept.

Organise events specifically to celebrate friendship...and 'Feelgood Fridays'

**Photo booth fun
...with the Barney Buddies!**

Join us with your friends for fun and photos as we celebrate Anti-Bullying Week. Help us to create a display showing that, in Prep School:
Friendship Comes First!

When? Tuesday 12th November
Where? Atkinson Hall

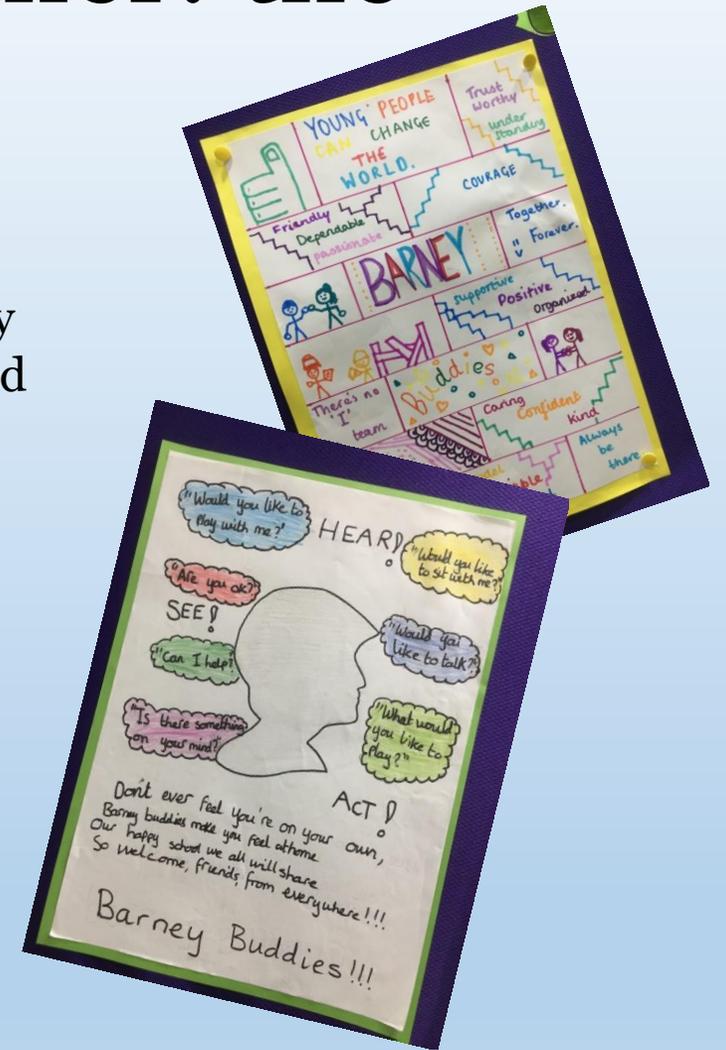
Year groups will take turns to visit throughout the day. At break and lunchtimes you can join friends in other year groups too!

Prepare to dress up as you pose in front of a background of your choice. We have hats, glasses, wigs and much more!

BARNARD CASTLE PREPARATORY SCHOOL

CHANGE FASHES WITH US

ANTI-BULLYING PROGRAMME

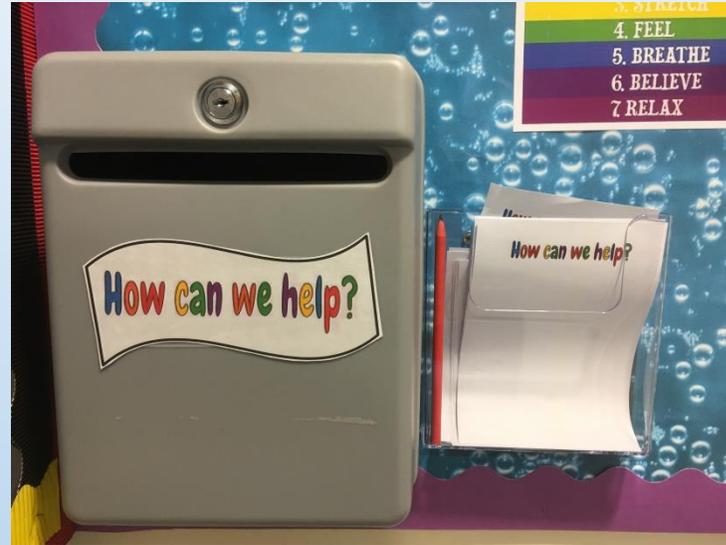


Being a role-model and good friend

Caring for our Pupils



‘Who can I talk to?’ posters in each class and around the school



Opportunities to open up when talking may be difficult...

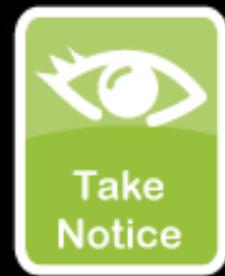
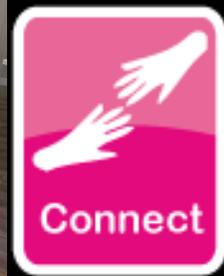


The Burrow

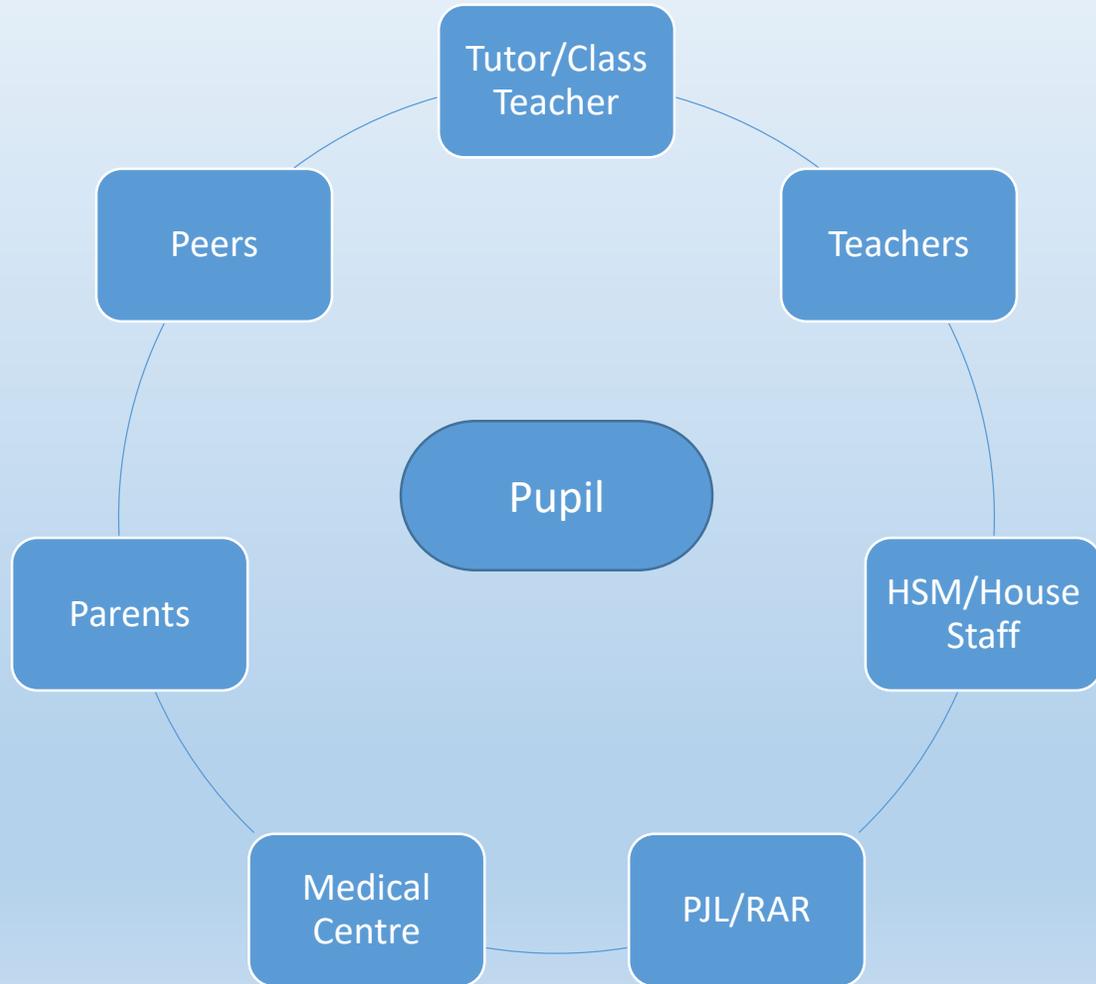
Our listening hub – Sixth Form peer Supporters volunteer to be listeners at ‘The Burrow’ when Prep School children want someone to talk to



5 Ways to Wellbeing



Identification...



Sharing Information:

- Isams – behavioural, general and wellbeing
- HSM meetings
- PJJ & HSMs
- PJJ & Med Centre
- PJJ & RAR
- Core Pastoral Group
- Staff briefing

The Barney Support Network



BARNARD
CASTLE
SCHOOL

THE 12 TO TURN TO

Something on your mind?

In addition to your **parents or family**, there are 12 additional routes that you can turn to if you have something you want or need to say about anything that concerns you:

1. A Friend

2. Your Head of House

3. A Peer Supporter

4. Your Teacher

5. Your Tutor

6. Your Housemaster / Housemistress

7. A Member of the Senior Team,

Mr Jackson, Headmaster; Mr Pepper, Second Master; Mr Lavery, Deputy Head (Pastoral);
Dr Truss, Deputy Head (Academic) or Mr Cresswell, Deputy Head (Sixth Form)

8. The School Counsellor, Mrs Thirling

9. The Independent Listener, Mrs Ewart (07810 087980)

10. The School Nurses, Mrs Robson & Mrs Farren

11. The Chaplain, Father Darren

12. Confidential Post Boxes



If you can't tell anyone initially, but know you need to say something, write it down on a piece of paper, put your name on it, and put it into one of the six confidential post boxes around the school



Examples of issues affecting young people's mental health...

- Body Image, self-esteem and diet
- Anxiety – can often be exam/academic related
- Self-harm
- Alcohol and drugs
- Pornography, Sexting and Sexual Risk Taking
- Divorce and Separation
- Gambling

Signs to look out for...

- Excessive sleeping or difficulty sleeping
- Loss of self-esteem
- Loss of interest in favourite hobbies
- Unexpected decline in academic performance
- Weight loss/loss of appetite
- Shift in personality, anger, aggressiveness that are sharply out of character
- Social withdrawal
- Finds it hard to concentrate
- Constant worrying
- Feeling tense or fidgety, using the toilet often
- Clingyness
- Frequent crying
- Tummy aches or often unwell

Guidance and advice- Communication is key

Talking with your child

- wise up on issues and talk about them
- start conversations with youtube videos, articles, celebrity stories
- Be involved in their interests, attitudes and hobbies
- Choose words carefully – criticism will result in shutdown
- Listen actively
- Encourage them to talk
- Guide don't lecture
- Use humour

Teenagers Translated: "A set of clear, unambiguous, consistent values and boundaries at home will provide our children with the chance to develop their own moral compass..."

Teenagers Translated:

Your confrontation escalates **their tension**

Your tension escalates **their anxiety**

Your anxiety fuels their **aggression**

Talking with us

- Tutor/Class teacher – first port of call
- HSM or PJI/RAR

- Meet with you and your child
- Discuss strategies for in school and at home

Recommended Reading

Teens Translated – Janey Downshire and Naella Grew

My Teenage Brain – Nicola Morgan

<https://youngminds.org.uk/>

<https://www.teammentalhealth.co.uk/>

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

<https://www.giveusashout.org/>

<https://www.mind.org.uk/information-support/types-of-mental-health-problems/>

Top ten tips...

Below are some top tips to help keep you mentally healthy:

1. Talk about your feelings

Talking about your feelings can help you maintain your mental health and deal with times when you feel troubled.

2. Keep active

Regular exercise can boost your self-esteem and can help you concentrate, sleep, and look and feel better.

3. Eat well

What we eat can affect how we feel both immediately and in the longer term. A diet that is good for your physical health is also good for your mental health.

4. Drink sensibly

We often drink alcohol to change our mood. Some people drink to deal with fear or loneliness, but the effect is only temporary.

5. Keep in touch

Relationships are key to our mental health. Working in a supportive team is hugely important for our mental health at work.

6. Ask for help

None of us are superhuman. We all sometimes get tired or overwhelmed by how we feel or when things don't go to plan.

7. Take a break

A change of scene or a change of pace is good for your mental health.

8. Do something you're good at

What do you love doing? What activities can you lose yourself in? What did you love doing in the past?

9. Accept who you are

We're all different. It's much healthier to accept that you're unique than to wish you were more like someone else.

10. Care for others

Caring for others is often an important part of keeping up relationships with people close to you.