

**Little Hill Primary School
Emotional Wellbeing
Family Forum**



Outcomes:

- Know how the school aims to support emotional wellbeing.
- Be aware of other avenues of support for you as a parent to help children to develop emotional wellbeing.
- Advice about how to recognise and support a child who may have emotional wellbeing and mental health difficulties.
- Talk to other parents, outside agencies and staff about any difficulties your child may be experiencing.
- Have your say in how the school can become more 'emotionally aware.'

What is Emotional wellbeing?

Emotional and psychological well-being affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices.

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.

www.mentalhealth.gov

Young Minds,
2006

THE 3 TIERS OF SUPPORT IN SCHOOL

Universal needs

- The needs of all children and create opportunities that develop resilience

Additional needs

- The needs of those made vulnerable sometimes by life experiences

Targeted needs

- The needs of those children who need differentiated support and resources for example intervention for learning and pastoral and emotional well-being.
- The needs of those children with overlapping difficulties e.g. SEND/Medical.



HOW CAN WE SUPPORT IN SCHOOL?

BE SUPPORTIVE AND UNDERSTANDING

Recognise that everyone experiences life challenges that can make them vulnerable and at times, anyone may need additional emotional support.

HAVE A POSITIVE SCHOOL ETHOS

Promote a mentally healthy school environment through a positive and caring ethos, promoting our values and encouraging a sense of belonging.

TRAIN OUR STAFF

Make sure all teachers are able to recognise the signs and triggers to look out for regarding emotional difficulties or mental health problems.

TRACK WELLBEING NOT JUST ACADEMIC PROGRESS

Identify difficulties and track pupil's wellbeing needs and progress e.g. through the use of wellbeing trackers.



ELSA: EMOTIONAL LITERACY SUPPORT ASSISTANT



ELSAs are trained and regularly supervised by Educational Psychologists. Their aim is to remove any barriers to learning or wellbeing and to have happy, healthy pupils.

ELSA support can be requested by parents if a child is going through a particular difficult time in their life, or if they have concerns about their child's mental health or emotional wellbeing.

An ELSA will help children learn to understand their emotions and respect the feelings of those around them.

Some of the areas the ELSA may work on:

- Loss and bereavement
- Parent separation
- Support through a serious illness
- Self-esteem
- Social skills
- Emotions
- Friendship issues
- Anger management
- Behaviour
- Anxiety
- Conflict



WHAT TARGETED SUPPORT CAN BE GIVEN?

A SAFE SPACE TO TALK AND LEARN

PRIMARY GROUP WORK

Led by trained staff.

A mental health and well being group aimed at targeting children who need more support with developing positive self esteem, managing emotions and developing social/friendship skills.

WELLBEING GROUP

Led by trainee psychologist and targeting dealing with feelings and emotions, coping with changes and conflict, developing mindfulness.

A MENTOR OR CHAMPION

1 to 1 personal mentors to support individual children, groups or cohorts including our Year 6 champions scheme.

INDIVIDUAL APPROACHES IN CLASS OR GROUPS

Circle of friends activities, worry eaters, meet and greet, reflection time, Incredible 5 point scale, social skills groups 'socially speaking' etc.

LUNCHTIME SUPPORT

Playground Buddy support. Lunchtime clubs providing a quiet place for children to use, art, drawing, play or other methods to talk about their feelings or reflect.

WHERE ELSE CAN YOU GET HELP AS A PARENT?

- The School Nurse
- G.Ps
- Paediatricians.
- Educational Psychology services.
- Family support workers.
- Social workers
- Counsellors/therapists.

Leicestershire 
Partnership
NHS Trust

 Leicestershire
Traded Services

CAMHS (Child and adolescent Mental Health Service)

CAMHS 
Child & Adolescent Mental Health Services

Facts and Figures



- One in ten 5 to 16yr-olds has a mental disorder
- At least 3% of children suffer from anxiety disorders but relatively few are referred for treatment
- Nearly 80,000 children and young people suffer from severe depression. Over 8,000 children aged under ten years old suffer from severe depression.



Anxiety – What are the signs?

'Young people with Anxiety problems have 'anxiety thermostats' that are over-sensitive and 'out of sync' with the reality of the threat presented or remain on all the time'

- Carol Fitzpatrick, Helping Young People Manage Anxiety

In anxiety, the main feelings are of insecurity or fear.

As well as unpleasant feelings, anxiety can affect children in many other ways such as:

Hyperventilating, rapid heart rate, dizziness, trembling, nausea, stomach aches, head ache, bed wetting , difficulty with sleeping, nightmares, tics....

difficulty with concentration,
distractability etc



Childhood Depression

Depression occurs when sad feelings do not go away, and when they overwhelm a person and stop them from doing the things they normally do. Children and young people may show it in a different way to adults.

The defining characteristic of depression, and what sets it apart from anxiety (and grief) is **lowered self-esteem**.

Signs of depression may include:

- Marked loss interest in activities/school refusal.
- Irritability and moodiness beyond the normal range/tearfulness
- Defiance or violent outbursts/disruptive behaviour at school
- Lack of confidence; low self esteem; blaming themselves if things go wrong
- Becoming very withdrawn
- Self-injury
- Sleeping very little or too much



What can you do to help your child with common problems like anxiety or anger?

Be prepared to allow time for them to work things through

- All children go through stages of feeling anxious or angry and they can show this in lots of ways, for example, tantrums, crying, sleeping problems or fighting with siblings. They might be adapting to a change in the family or in their school life, or just trying out new emotions, and will generally grow out of worrying behaviour with family support

Spend time talking about feelings and behaviour

- Talk to your child: Even young children can understand about feelings and behaviour if you give them a chance to talk about it. Take it gently and give them examples of what you mean, for example, 'When you can't get to sleep, is there anything in your mind making you worried?'

Be consistent

- Try and sort out how to deal with the behaviour with the child's other parent together so you are using the same approach, and can back each other up. Children are quick to spot if parents disagree, and can try and use this to get their own way.

YOUNG MINDS

PARENTS HELPLINE - 0808 802 5544



Teaching about resilience...

How to bounce back when life delivers you a set back

- Not all stress is bad e.g. a bit of adrenaline is good to enable high performance in sports /exams
- Teach Coping Strategies for times when things are not going well
- Help individuals to recognise their strengths
- Teach how to externalise problems eg 'Mr Meany';
'Boss the anxiety away'; 'The Black Dog'
- Problem Solve with them - Actively listen -help them to think about all possible approaches
- Encourage rehearsal for how they would manage a stressful situation
- Teach relaxation techniques

HOW ARE WE DOING?

What else can be done to make sure we are an emotionally aware school?

