



URSULINE HIGH SCHOOL

Supporting Emotional Wellbeing



Aims of workshop

- To understand the importance of good emotional wellbeing
- The effects wellbeing has on teenagers
- The school context of support
- Outside support
- Strategies for parents



Mental Health Foundation

Describes emotional wellbeing as:

- A positive sense of wellbeing which enables an individual to be able to function in society and meet the demands of everyday life; people in good mental health have the ability to recover effectively from illness, change or misfortune.'

Wellbeing

Wellbeing involves both the mind and the body. True wellbeing is about living in a healthy way that is positive for you and for others around you.

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Statistics

- Mental health affects **1 in 4 people** at some point in their lives.
- **In England, 1 in 6 people report experiencing a common mental health problem (such as anxiety and depression) in any given week**
- **20%** of adolescents may experience a mental health problem in any given year.
- **50%** of mental health problems are established by age 14 and **75%** by age 24.
- **10%** of children and young people (aged 5-16 years) have a clinically diagnosable mental problem, yet **70%** of children and adolescents who experience mental health problems have not had appropriate interventions at a sufficiently early age.

Celebrities



Russell Brand



Taylor Swift



Johnny Depp



Emma Stone



Jim Carrey



Kelly Osbourne

Panic Attacks

Generalised Anxiety Disorder

Social Anxiety Disorder

Bulimia Nervosa

Depression

Anger Issues



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Why are Mental Health and Wellbeing important?

- Mental Health affects how we **think, feel, and act**. It also helps determine how we handle stress, relate to others, and make choices.
- Emotional health is an important part of your life. It allows you to **realize your full potential**. You can work productively and cope with the stresses of everyday life. It helps you work with other people and **contribute to society**. It also affects **your physical health**.

The effects of wellbeing on teenagers

Good wellbeing can act as a protective factor in the teenage years :

- manage their emotions
- enjoy positive relationships with friends and family
- apply themselves at school
- participate in activities that interest them
- cope with the stresses of life
- make meaningful contributions to their communities
- have optimism about the future
- realize their full potential

Influences on your daughters wellbeing

- self-esteem
- relationships (family and peers)
- academic pressure
- future plans/career
- need for independence
- ambiguity around gender and sexual identity
- the media / social medial

Social Media – the positives

- Connectivity with friends and family
- Meeting others with similar interests
- Awareness / Source of information – news/support/advice/guidance
- Learn new things
- Entertaining
- Allows self-expression
- Important part of life especially teenage life

Social Media – the negatives

- Unrealistic view of others lives
- Peer pressure
- Lack of human connection
- Harmful to relationships
- Distraction from studies/work
- Misinformation
- Increased risk of cyber bullying
- Users more vulnerable to crime
- Self-esteem
- Mental Health (anxiety or depression when used too much or without caution)
- Lack of privacy
- Memory
- Sleep disruption
- Attention Span
- Reduced happiness

Social Media – the dangers

•What we know about teens:

- They are constantly trying to **define themselves**.
- They **crave positive feedback** to help them see how their identity fits into their world.
- They use social media for this feedback.
- Young people risk **delays in their emotional and social development** because they spend so much time in the virtual world.

•How is this harmful:

- The danger exists in the possibility of a **very public rejection** because negative feedback is there for anyone and everyone to see.
- Another danger is that teens ask for feedback without learning first that **not everyone will respond in a supportive way**.

The 5 Ways to Wellbeing



TALK & LISTEN,
BE THERE,
FEEL CONNECTED



DO WHAT YOU CAN,
ENJOY WHAT YOU DO,
MOVE YOUR MOOD



REMEMBER
THE SIMPLE
THINGS THAT
GIVE YOU JOY



EMBRACE NEW
EXPERIENCES,
SEE OPPORTUNITIES,
SURPRISE YOURSELF



Your time,
your words,
your presence

- How does your daughter engage in these areas already?
- Where do you think she and your family could do more and how?
- Discuss with parent from KS3/4/5



Other important aspects of wellbeing

- Diet
- Sleep
- Sense of belonging
- Meditation/Mindfulness
- Music/Reading/Hobbies
- Spending time in nature
- Personal challenges, that stretch someone's ability but don't feel overwhelming
- Getting professional help if you need it

Tips for supporting your daughter

Positive coping strategies:

- Talking it out with someone
- Taking a break
- Doing something they love
- Eating well and exercising
- Using relaxation techniques
- Modelling positive coping behaviours

Why your teenager really needs self-care

- <https://parents.au.reachout.com/skills%20to%20build/wellbeing/things%20to%20try%20wellbeing/self%20care%20for%20teenagers>

Parent/Carer self-care

- **‘Compassion for others require caring for yourself’ – The Dalai Lama**

Looking after yourself involves:

- Making healthy life choices
- Talking and listening to other people
- Being self-aware about our own lives

‘Grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference.’

The wider picture in school



URSULINE HIGH SCHOOL
Wimbledon

Positive Mental Health Policy

January 2019

HEADTEACHER: JULIA WATERS BSc (Hons) MA
URSULINE HIGH SCHOOL, CRESCENT ROAD, WIMBLEDON, LONDON SW20 8HA
TEL: 020 8255 2698 FAX: 020 8255 2687
E-MAIL: enquiries@ursulhigh.merton.sch.uk
WEBSITE: www.ursulhigh.merton.sch.uk

Promoting positive mental health at UHS

- Students encouraged to engage with 5 steps to wellbeing
- Positive wellbeing targets set in conjunction with student and parent/carer at Academic Review Day
- Assemblies, PSHE lessons, Learning Conferences
- Wellbeing Ambassadors
- Mental Health Awareness week (Oct, Feb, May)
- Form group activities – mindfulness
- Peer Mentors
- Extracurricular activities that support creativity, physical activity and studying
- Student voice is gauged to shape the work we do with students.

Curriculum

Year group	Term with PSHEC topics covering Mental Health
Year 7	Spring A – Emotional wellbeing, Eating Disorders, Stress
Year 8	Summer A – Self-Esteem and the Media, Depression, Anxiety, Self-Harm
Year 9	Summer A – Handling Stress
Year 10	Autumn B – Stress, Eating Disorders, Exercise
Year 11	Spring B – Managing Stress and exam pressures, mediation

Year group	Term with Learning Conference covering Wellbeing
Year 7	Spring A – Stress, workload and how manage this
Year 8	Autumn A – Managing your workload for the year
Year 9	Autumn B – Stress and coping with it – management strategies
Year 10	Autumn B – Stress and coping with it – management strategies
Year 11	Autumn A – The challenges of Year 11 and coping with it

Wellbeing and mental health support in school

In school

- Form Tutors
- Pastoral Support Assistants
- Safeguarding Team
- Counsellor
- School Nurse
- Chaplain
- Mental Health First Aiders

Out of school

- Education Wellbeing Practitioners
- Off the Record
- Koothonline
- CAMHS
- Jigsaw 4 U
- Local counselling services
- Education Psychologists

South West London Cluster

- 17 schools
- 4 Education Wellbeing Practitioners and Lead Psychotherapist

Off The Record Merton

Free and friendly services for young people, aged 11-25.

- Face-to-face counselling
- Online counselling
- Walk-in counselling (no appointment needed)
- Outreach support offer in schools and community locations
- Parent workshop (self-harm)

Self-referral

Professional referral

NHS

Merton

Clinical Commissioning Group

TALK TO US

OFF THE RECORD



www.talkofftherecord.org

Off The Record Merton

- Counselling (11-25 years)
- Online support (14-25 years)
- Drop-In service (14+ years)
 - Wed 3:30-5:30 Vestry Hall, 336 London Road, Mitcham
- The young person can self-refer (if they are under 13 years old they will need consent of a parent/carer)
- OR a referral can be made by a professional i.e. school, GP, Child and Adolescent Mental Health Service.

Off The Record Merton Weekly Counselling

Self-referral/Professional referral

- Assessed by an experienced clinician
- Offer of “talking therapy” - confidential space to talk with a trained counselling clinician who can help them work through their thoughts, feelings and experiences
- Young people work with the same counsellor for 6-12 sessions on a weekly basis
- Counselling takes place at community locations in the borough or online (client choice)
- Session times outside of school hours are offered

Off The Record Merton Online Councelling

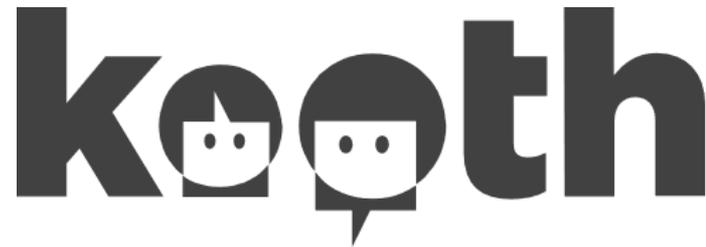
Self-referral/Professional referral

- Assessed by an experienced clinician
- Offer of online counselling

Please be aware the school tablet is monitored 24/7.

Coming soon.....

Online counselling and emotional well-being platform for children and young people, accessible through mobile, tablet and desktop and free at the point of use.

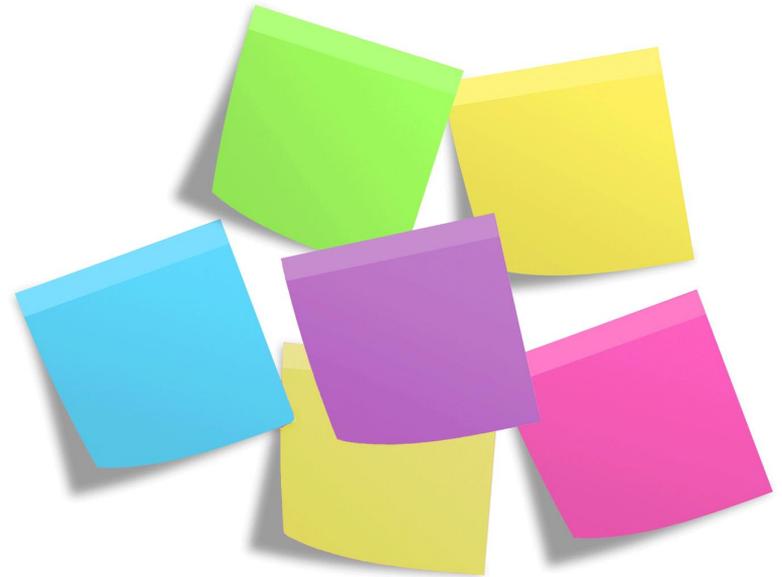
The logo for Kooth, featuring the word "kooth" in a bold, lowercase, sans-serif font. The two 'o's are replaced by stylized speech bubbles: the first 'o' is a white speech bubble with a grey outline and a small grey triangle at the top, and the second 'o' is a grey speech bubble with a white outline and a small grey triangle at the bottom. The letters 'k', 't', and 'h' are in a dark grey color.

kooth

Early signs

Discussion

- What early signs do you think you might see if someone's mental health is struggling?



Early signs

- Anger and a 'quick fuse'
- Apathy
- Changes in eating patterns
- Crying
- Extreme obsession with appearance
- Frustration
- Isolation
- Lack of interest in appearance
- Losing or gaining weight
- Panic attacks
- Perfectionism
- Reckless behavior
- Repetitive and ritualised behavior
- Rituals around food
- Long sleeves on hot days
- Scars or marks on the arms, legs or other parts of the body
- Sleep problems
- Shaking
- Spending lots of time in bed
- Withdrawal

Getting early help

- When mental health conditions are treated and managed **early**, the episode of illness is likely to be **less serious** and have a **shorter duration**.

When to get help

- You're well placed to detect when your child's own 'normal' has changed.
- If the change is affecting your child's life negatively and they're not able to function effectively in daily life, it may be time to get help.

Have a conversation with your child and find out more about what's going on.

Conversation model - CARES

- C Calm listening, non-judgemental
- A Ask open questions and assess
- R Reassure and give information *
- E Encourage self-help
- S Seek support

*Reassurance is NOT telling them that everything is going to be ok. It is showing that you understand that they are in a difficult place and that talking to you is a helpful thing to do.

If in doubt, refer on – GP or school are good places to start.

Strategies for self managing wellbeing

- Discuss what strategies for self-managing wellbeing you might encourage your daughter to try



Strategies for self managing wellbeing

- Discuss what the triggers may be. Can they identify any early signs?
- Lifestyle. Discuss and set targets for keeping active, eating well, sleep routines, going out into nature, spending time with family and friends, doing the activities they enjoy. **What are they NOT doing that they could try?**
- Stay in the present moment. Try to bring them back to the present moment. Have they tried mindfulness?
- Plan worry time. Put aside 10 minutes to write down worries, it can help stop worries from taking over. Keep a diary – note what is going well as well as worries. Encourage a ‘I can do this attitude’.
- Slow breathing. Count to three as you breathe in slowly – then count to three as you breathe out slowly. 3 minute breathing meditation

Strategies for self managing wellbeing

- **Progressive muscle relaxation.** Find a quiet location. Close your eyes and slowly tense and then relax each of your muscle groups from your toes to your head. Hold the tension for three seconds and then release quickly. This can help reduce the feelings of muscle tension that often comes with anxiety.
- **Take small acts of bravery.** They could try approaching something that makes them anxious /worried – even in a small way. The way through anxiety is by learning that what you fear isn't likely to happen – and if it does, they'll be able to cope with it.
- Encourage them to focus on what they **can control** and don't dwell on what they can't control.
- What can they do to **be kind to themselves**?

Charities and Supportive Networks

- **Anxiety UK** - **0844 475 774** 9.30am - 5.30pm Monday to Friday. Supports those living with anxiety disorders by providing information, support and resources. www.anxietyuk.org.uk
- **Beat** - **0845 634 1414** 1.30pm - 4.30pm Monday to Thursday. Support for sufferers of eating disorders www.b-eat.co.uk
- **Childline** - **0800 1111** 24 hours a day. Confidential advice for children and young people. www.childline.org.uk
- **Samaritans** - **116 123** 24 hours a day. Confidential support for people experiencing feelings of distress or despair www.samaritans.org
- **YoungMinds** - **0808 802 5544** 9.30am - 4pm Monday to Friday. Committed to improving the emotional wellbeing and mental health of children and young people. www.youngminds.org.uk
- **Off the Record** - **020 3984 4004** Free and friendly services for young people, aged 11-25. www.talkofftherecord.org

Parents promoting positive emotional wellbeing

- **5 Ways to Wellbeing** – adopt this into your families habits
- **Leading by example** – following a good diet, having a positive mindset and staying active will encourage your daughter to do the same
- Creating **opportunities for interactions** with your children
- **Listening** during both positive and negative times to your daughter
- **Open communication** between school and home
- **Monitoring** social media access
- Be aware of what's going on in your daughter's world
- **No issue is too small** – everything pieces together to create a full picture