



**Altrincham Grammar  
School for Girls**

BRIGHT FUTURES EDUCATIONAL TRUST



# Y9 Induction Evening, 2022

Proud to be part of:



**Mr Copestake, Ms Bond & Dr Thomas**

# Outline of the Evening

## Introduction

- Support
- Wellbeing
- Curriculum
- Examinations
- Y9 Study
- Homework
- Monitoring
- Attendance & Punctuality
- Out of school
- Concerns



# How parents / carers can help support their child's mental health and wellbeing in school

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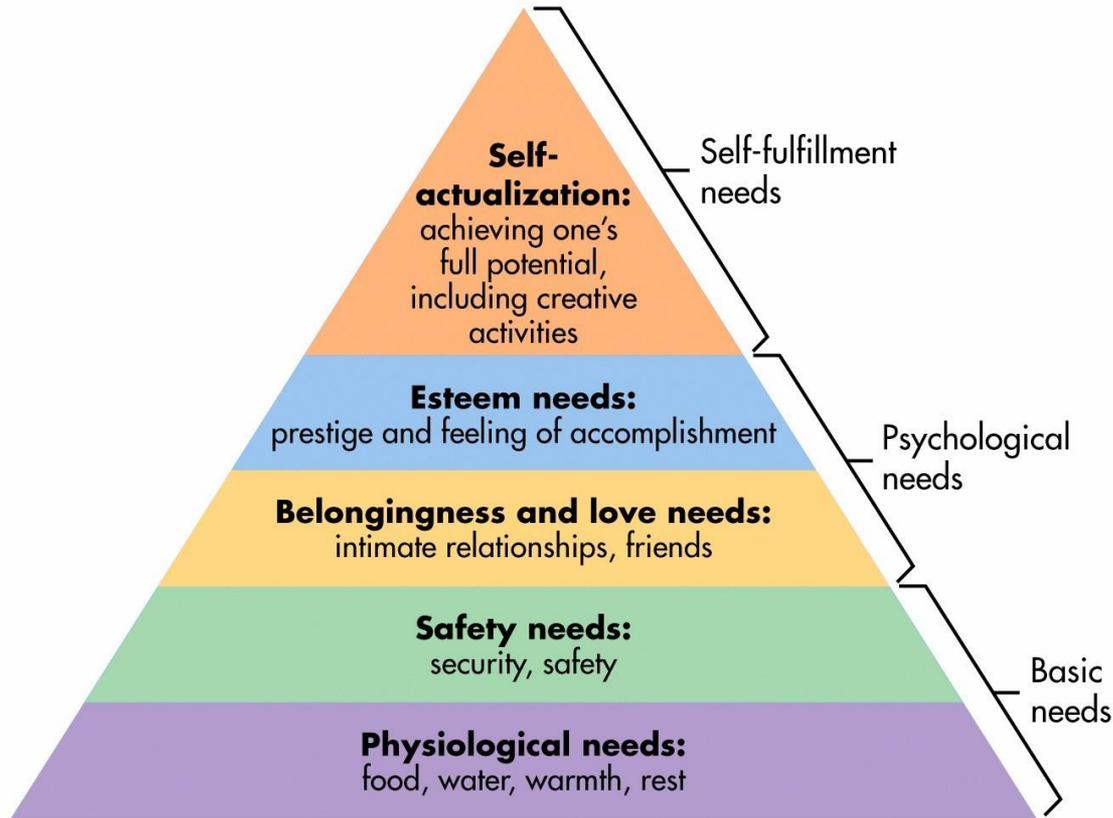
# Objectives

To discuss (often overlooked) key concepts that underpin young people's mental health and wellbeing.

To explore ways in which parents/ carers can help support their child's mental health and wellbeing.



# Maslow's hierarchy of needs



# Physiological needs – Diet

Healthy breakfast that is high in complex carbohydrate/protein and low in sugar.

Five pieces of fruit and veg per day.

Iron-rich foods (e.g., dark green veg; nuts and seeds; pulses and beans).

Six to eight glasses of water per day.

Caffeine (i.e., stop caffeine intake 6-hours before bed time).



# Physiological needs – Sleep and sleep hygiene

Young people aged between 11 and 18 need 9- to 9.5-hours' sleep per night.

It is typical for young people in this age group to develop a 'teenage sleep pattern' of less sleep than needed on a school night with more sleep than needed on a weekend night.

This is fine but needs to be accounted for so that 'sleep debts' can be 'paid off' at the weekend.

Young people should still have set times to go to bed on school and weekend nights.



# Physiological needs – Sleep and sleep hygiene

In addition to stopping caffeine intake 6-hours before bedtime, there are other time-points to consider:

- Evening meal 3-hours before bedtime;
- Mentally stimulating activities (e.g., homework) should stop 2-hours before bedtime and be done away from the bedroom;
- Blue light technologies (e.g., mobiles; tablets; laptops) should stop 2-hours before bed time and be kept away from the bedroom;
- Calm/ relaxing activities (e.g., reading a book; having a bath; mindfulness colouring; etc.) in the 2-hours leading up to bed time.



# Physiological needs – Vitamin D

Vitamin D is produced by our skin during exposure to sunlight. Vitamin D:

- Helps the body absorb calcium and phosphate from our diet, both of which are important for healthy teeth, bones and muscles;
- Increases the body's production of Serotonin – the neurotransmitter in our brain that is responsible for positive emotions and motivated behaviour.

Between late March/ early April and the end of September, our skin is able to produce Vitamin D by being exposed to sunlight outdoors, especially between 11:00 and 15:00.

In the winter months (i.e., October to mid March), the sun doesn't emit enough UVB radiation for our skin to make Vitamin D. During these months, we can get Vitamin D from by including certain foods in our diet, such as:

- Oily fish (e.g., herring; mackerel; salmon; sardines);
- Red meat;
- Eggs;
- Foods fortified with Vitamin D (e.g., breakfast cereals).



# Physiological needs – Exercise

Whilst exercise is not a physiological *need* (per se), it is an essential part of a healthy lifestyle. For example, regular exercise:

- Promotes healthy sleep;
- Tends to expose us to sunlight which, in turn, increases our production of Vitamin-D during the lighter months.

Exercise also causes our bodies to release endorphins, which are hormones that increase feelings of euphoria.

The NHS recommends that young people should be physically active for 1-hour per day, with a combination of moderate activity (e.g., walking to/ from school) and vigorous activity (e.g., running; dancing; cycling).

The NHS also recommends that young people should engage in muscle and bone strengthening activities three times per week (e.g., team sports; tennis; gym classes; workouts).



# Psychological needs – Parenting style

	LOW BOUNDARIES/ STRUCTURE	HIGH BOUNDARIES/ STRUCTURE
HIGH WARMTH/ NURTURE	<i>PERMISSIVE</i> <i>(lenient; indulgent; over-involved)</i>	<i>AUTHORITATIVE</i> <i>(supportive; assertive; flexible)</i>
LOW WARMTH/ NURTURE	<i>UNINVOLVED</i> <i>(distant; uninterested; passive)</i>	<i>AUTHORITARIAN</i> <i>(rigid; "because I said so"; "I'm the boss")</i>



# Psychological needs – Impact of parenting

It may also help you to reflect on your own experiences of being parented and question whether you are perpetuating a style of parenting because *‘that’s how I was brought up’*.

Philippa Perry recently published an excellent book titled *The Book You Wish Your Parents Had Read (and Your Children Will be Glad That You Did)*, the first chapter of which is titled *‘Your Parenting Legacy’*.

Perry writes: *‘We are but a link in a chain stretching back through millennia... The good news is you can learn to reshape your link... You don’t have to do everything that was done to you; you can ditch the things that were unhelpful’* (p. 12).



# Psychological needs – Independence

The feeling of accomplishment from being independent is key to young people's self-esteem.

Whilst your children will always be 'your babies', it is important to encourage and promote their independence at an age-appropriate level throughout their time in high school.



# Psychological needs – Independence

For example, it is highly likely that professionals (such as I) would deem your children to be Gillick competent (i.e., of sufficient intelligence to independently make decisions about matters which affect them, without the need for parent/ carer consent).

Therefore, it is interesting to consider the following question:

*‘If my child could be prescribed medication without my consent, and if my child could see a counsellor or psychologist without my knowing, am I – as a parent/ carer – allowing my child to be sufficiently independent?’*



# A note on mental health

## Mental Health Continuum Model



The Children's Society (2008) found that 20% of adolescents may experience mental health difficulties within any given year, yet 70% of those with mental health difficulties do not receive support/ intervention at a sufficiently early stage.





**Universal support** *(available to everyone all of the time)*

ARE YOU PROMOTING YOUR OWN WELLBEING? *(see tips for wellbeing)*

- Anti-bullying ambassadors
- Anti-bullying blog
- Circle time
- Connexions advisor
- Extra-curricular clubs/exercise
- Form tutors and teachers
- Leaflets and information
- 'Looking after myself' page in school diary (p. 289 & 290)
- Wellbeing page on school website
- School nurse
- Sharp system on school website
- Wellbeing ambassadors
- Wellbeing page on school website
- Wellbeing space and wellbeing club



**Targeted support** *(when you need a bit of help)*

ARE YOU PROMOTING YOUR OWN WELLBEING? *(see tips for wellbeing)*

- Consultation with form tutor
- Consultation with senior tutor
- Pastoral mentoring
- School nurse
- Mental Health first aider



**Intensive support** *(when it's really important that you talk to someone)*

ARE YOU PROMOTING YOUR OWN WELLBEING? *(see tips for wellbeing)*

- 42<sup>nd</sup> Street counsellor <sup>2</sup>
- Child and adolescent mental health services (CAMHS)<sup>3</sup>
- Educational psychologist<sup>1</sup>
- Relate counsellor <sup>2</sup>
- School nurse <sup>1</sup>

*(<sup>1</sup>Referral via senior tutors; <sup>2</sup>Referral via senior tutors or self-referral; <sup>3</sup>Referral via school nurse)*



# Curriculum

Students in Year 9 are taught in mixed ability groups for the majority of subjects. This is to prepare for the timetable changes at GCSE and to help foster stronger relationships between students in other form groups.

Students are taught in form groups for PE

Students are taught in paired form groups for their MFL subjects



# Examinations

We continue to place a focus on key stage three examinations in Year 9. These help prepare students for public examinations at the end of GCSE study.

It is also important to use this process for reflection and learning. Revision and planning is very important.



# Study at Year Nine

## Study skills

- Important to get into good habits and build on foundation from earlier years.

## Organisation / deadlines

## Homework diaries

- Homework timetable.
- Approximately **one and a half to two** hours per night.



# Mentoring

One to one mentoring

Organisation: homework, meeting deadlines, having the right equipment, lateness etc.

Academic: not making progress in several subjects

Set SMART targets with the mentor



# Support

Form Tutors

Subject Teachers

Senior Tutor (Mr Wilkinson) / Assistant Senior Tutor (Ms Benson)

Home / School Partnership



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# Attendance

Essential to maintain good attendance;

- Below 95% attendance will trigger a letter home;
- Below 90% Persistent Absentee (DfE Guidelines)

Punctuality;

- 8.40am start
- Students should be on site are expected to be punctual to lessons throughout the day



# Out of School

Extra curricular activities (sports / music / dance/ drama)

Social life

Friendship problems

Mobile phones

Internet – social media

Employment or volunteering



# Contacts

Senior Tutor - Mr Wilkinson

Mrs Prichard - Pastoral Assistant (attendance, punctuality, absence)

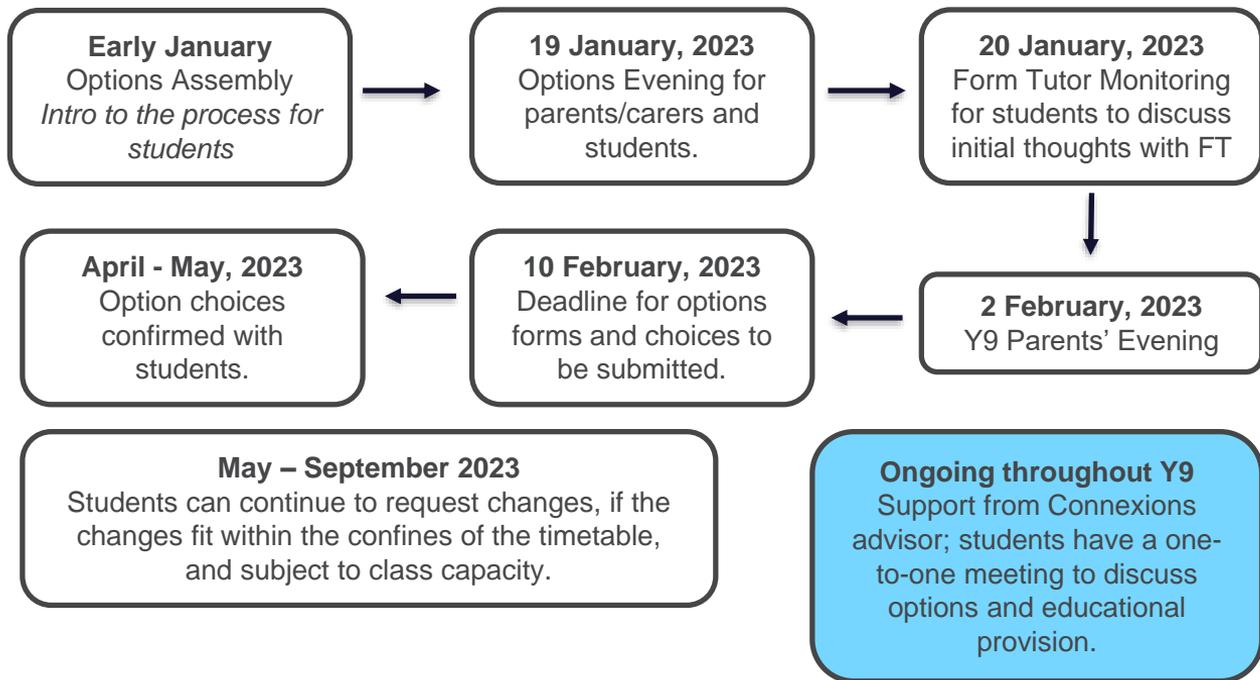
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# Preparing for GCSE



# Key Dates



December 2022;  
Y9 Autumn Interim  
Report



10 February, 2023;  
Y9 Options  
Deadline



19 January, 2023;  
Y9 Options  
Evening



22 – 26 May, 2023  
(TBC); KS3  
Internal Exams



2 February, 2023;  
Y9 Parents'  
Evening

