



Altrincham Grammar
School for Girls

BRIGHT FUTURES EDUCATIONAL TRUST



Year 7 Information Evening

Ms Gill, Ms Bond, Aidan Fielding

Proud to be part of:

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

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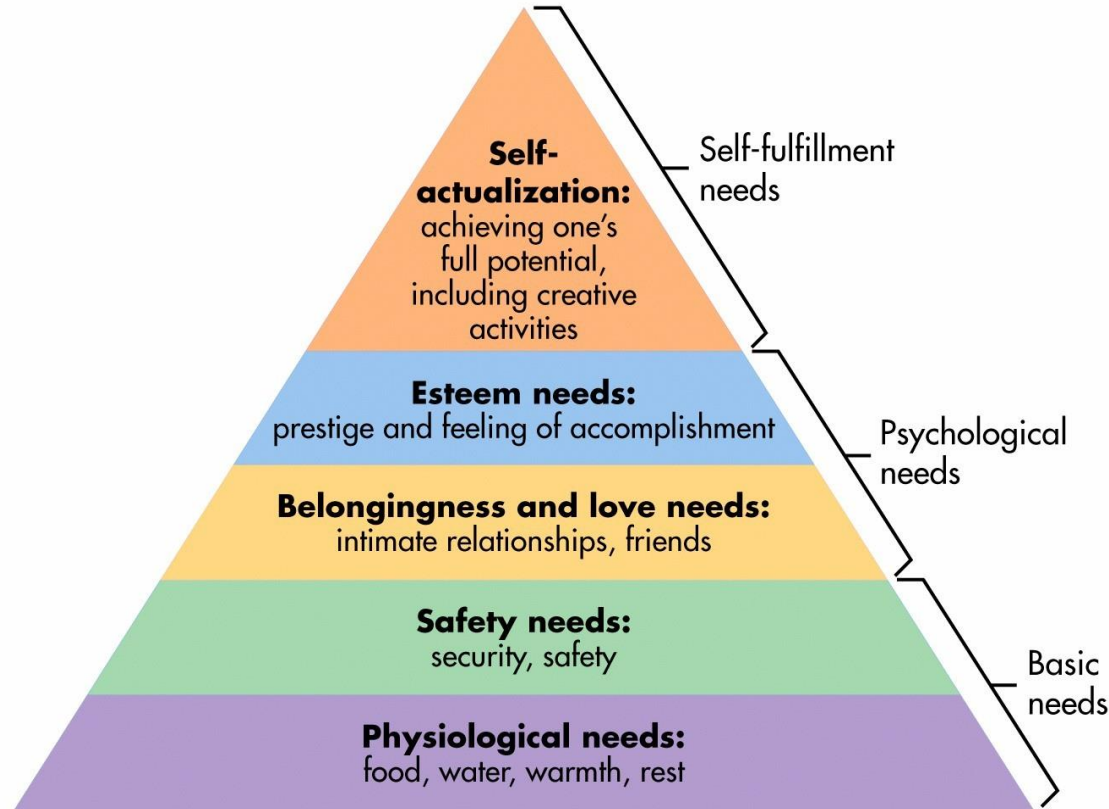
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Objectives

- 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 (more veg than fruit).
- 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 bedtime).**



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 bedtime 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 bedtime.



Physiological needs – Vitamin D



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

- Is important for maintaining 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 and the end of September, our skin is able to produce Vitamin D by being exposed to sunlight outdoors.

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 supplements or 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.

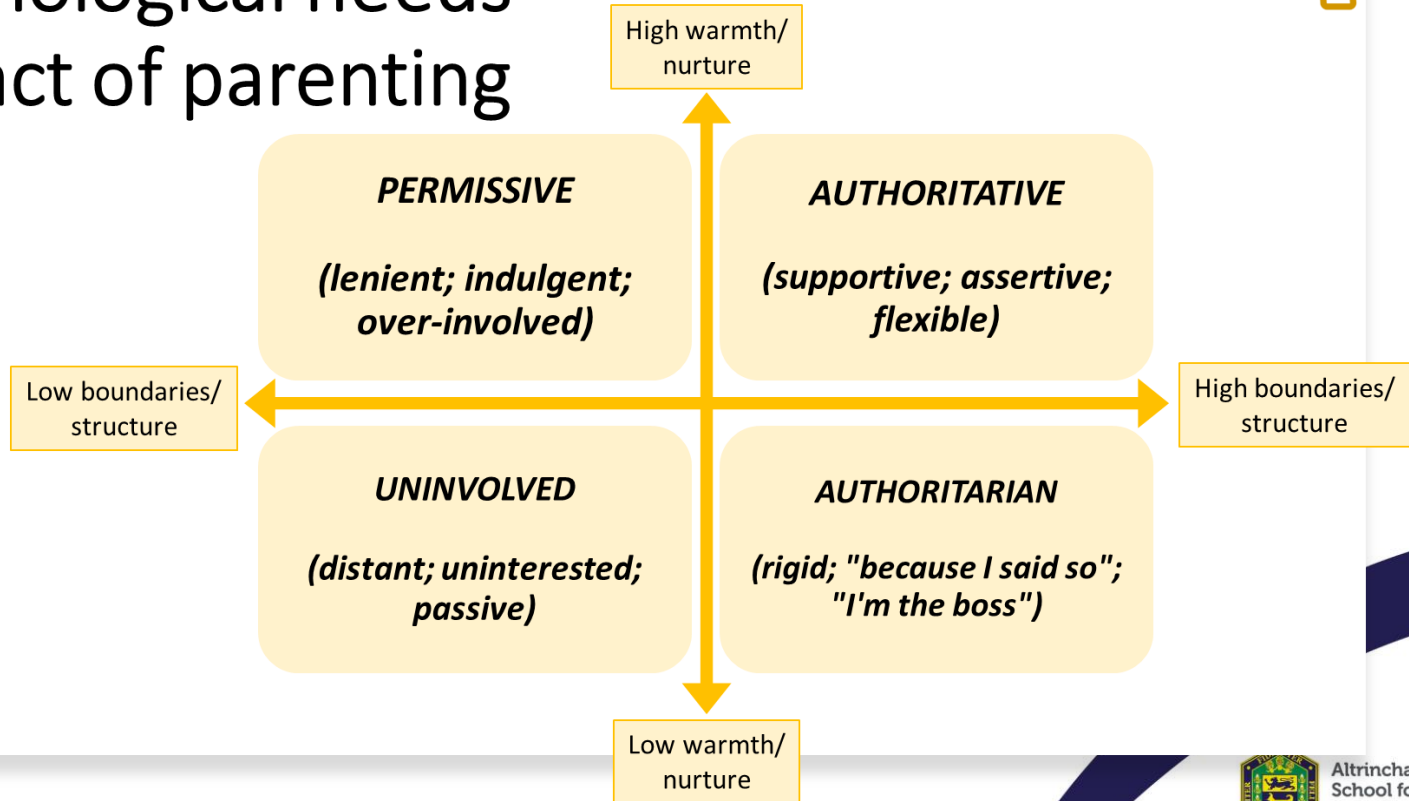
The NHS recommends that young people should be physically active for 1-hour per day, with a combination of moderate activity (e.g., walking to/ from school) and vigorous activity (e.g., running; dancing; cycling).

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 – Impact of parenting



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

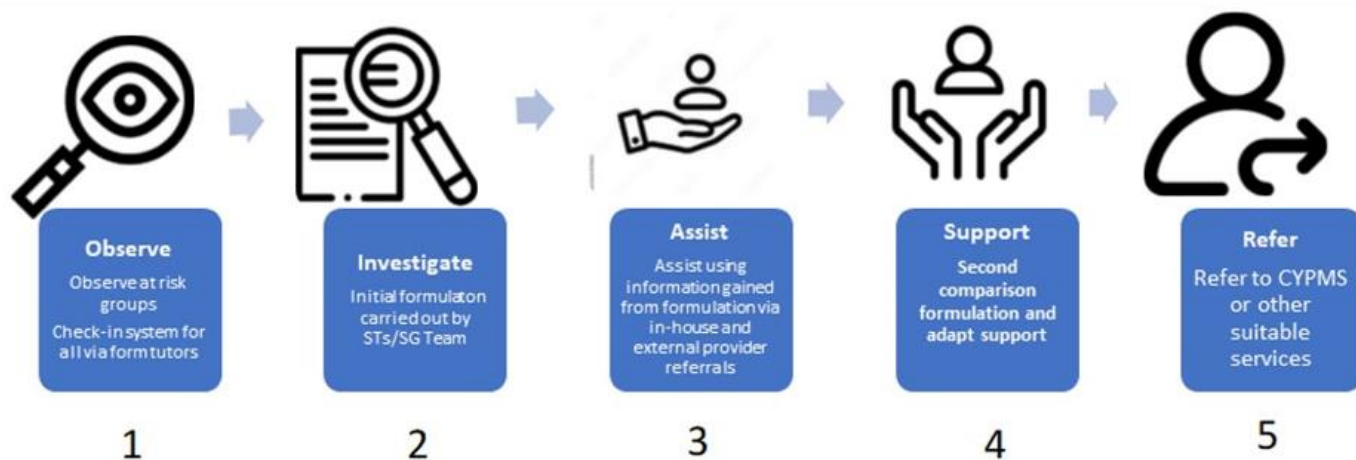
Mental Health Continuum Model



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.



Mental Health and Wellbeing Support



Universal Support

Students will just be reminded of what is on offer to everyone, all of the time.

- Anti-bullying ambassadors
- All on-board ambassadors
- Wellbeing ambassadors
- Wellbeing page on school website
- Wellbeing/sensory space
- Form tutor activities including circle time.
- Assemblies
- Connexions careers advisor
- Extra-curricular clubs/exercise
- Form tutors and teachers
- Leaflets and information
- 'Looking after myself' page in school diary.
- Resources on SharePoint Site

Targeted Support

Names of students will be shared with the form tutor so that discussions can take place during the week of form tutor monitoring. This will be recorded on CPOMs.

The Form Tutor may offer the following support:

- meet with the student on a regular basis and use centralised resources to work on such things as self-regulation, self-esteem, mindfulness etc.
- Signpost to online resources
- Offer a time-out card
- Refer to ST for further investigation

Intensive Support

Where a student scores highly this will trigger the 'Investigate' stage of the 5-step plan.

The Senior Tutor/Lead Senior Tutor/Vice Principal will conduct a **case formulation** in order to provide an appropriate package of support which may include **referral(s) to services.**

The case formulation explores the narrative of the student's life, life events, their strengths and limitations.

In-House Provision	External Provision
Pastoral support including active listening, reflective conversations, 1-1 work on self-esteem, self-regulation, mindfulness and dialectical behaviour strategies.	CYPMHS – Children and Young Person Mental Health Services
School counsellor referrals	Early help assessments and referrals (where the issue is impacting upon the whole family)
Ed Psych referrals/SENDCo Referrals	Children's social services referrals
Time-out cards	Signposting to charities such as Anxiety UK, CALM, Mind, No Panic, OCD Action, Rethink Mental Illness, Young Minds, SANE, NSPCC, Samaritans, BEAT
Early finish/late start cards	Rape Crisis referrals
Phased return timetables	ASD/ADHD screening tools and referrals
Use of sensory room	Signposting to private practice
Access to Learning Plans	Young Carers referrals
Tutor check-in	Drugs and Alcohol Worker referrals
Mental Health First Aider support	Local Authority Attendance Team

Parent Webinar – Thursday 19 September

Dr Callum Gowling: Director - Liquid Psychology



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Psychological needs – Praise

A study of 53 children over a three-year period tracked the use of praise by parents and then compared it to the child's attitude to learning and motivation.

- A third of the children were singled out for 'person praise' where they were praised for being 'clever' or 'academic' or 'brilliant'.
- A third of the children were singled out for 'process praise' where they were praised for how they did things. For example: "you must have tried really hard with that" or "I like the way you have done that".
- And the final third either received very little praise or a mixture of person and process praise.

The study found that students who were praised for process rather than person were much more likely to have a positive attitude to learning, embrace challenge, value hard work and be more adept problem solvers.



Psychological needs – Praise

Research has found that parental praise can have a huge impact on the mental wellbeing and academic success of students, but only if it is done correctly.

Common mistakes with praise:

It is used excessively- Praise is best thought of like penicillin. It should not be administered haphazardly, and excessive doses can make children immune to it. For example, one study found that too much praise often comes across as patronising, and **results in children performing only the most basic behaviours** asked of them, since they think they will be rewarded for it.

It focuses on natural ability- When children do well in an exam or on a piece of work, evidence suggests that the most common praise they hear is that they are 'a smart boy' or 'such a clever girl'. This type of praise often **leads to children developing a fixed mindset** which is where they believe their gifts and talents alone are what makes them successful, not what they do with them. Evidence suggests that this can lead to excessive stress, shaky self-confidence and disengaging with tasks if they get a knock back or find something hard.

It is used comparatively- Recent research has shown that praising children in comparison to their peers (e.g. "You were so much better than X") can lead to negative outcomes. When children are constantly given lavish praise and are seen by their parents as being more entitled than others, they **often come to believe that they are in fact superior**. This subsequently leads to increased levels of narcissism. Constantly measuring oneself against others is a poor long strategy, as it relies on other people being present to stay motivated. Also, if they then don't perform as well as a peer in a future task, it can have a **negative impact on their self-esteem**.



Psychological needs – Praise

Process praise, which focuses on a child's effort (for example: "good job trying to put that back"), is a much superior form of praise compared to person praise, which highlights positive, fixed attributes (e.g. "You're such a smart girl"). This is because **process praise allows a child to develop a positive, motivational framework, where they believe they can improve that if they put in the necessary effort, which in turn leads to enhanced achievement over time.**

The best way to think about praise is to focus on the behaviours you want to see next time in your children. To help ensure your praise is purposeful, it should fall into one of these 3 S's:

Selectively - What are the values and behaviours you value the most? If you believe effort and determination are important, then be sure to voice this to your children through praise when they demonstrate it.

Sparingly – Too much of anything is bad for someone. Sometimes, less is more. By consciously choosing when to praise your child, it will resonate for longer.

Specifically – A scatter gun approach rarely works, so target the moments that they will remember most. Evidence that this may be when they experience a setback or disappointment. Praising what they did well ensures they will maintain motivation for next time.



Psychological needs – Praise

The most important thing a parent can say is **“I’m proud of you”**. This is because it lets the child know that they will always have their parents’ support and will give them the confidence to experiment with new strategies.

Research has shown that simply telling children you are proud of them..

Reduces a fear of failure: Often, a child’s fear is about letting you down. Letting them know you are proud of them gives them the confidence to try new things and experiment.

Increases self-esteem: Children will feel accepted and loved for who they are and not for what they achieve.

Creates a growth mindset: praising effort rather than ability means they view inevitable setbacks (a normal part of learning) more positively.

Makes them happy: It is the sentence every child wants to hear and will give them the confidence to tackle challenges knowing they have your support no matter what.



Communication with the school – Pastoral Team

- Senior Tutor Year 7: Mr Lovelady
- Assistant Senior Tutor Year 7: Mrs Clutton
- Lead Senior Tutor: Mr Flanagan
- Vice Principal: Ms Bond
- Pastoral Assistant: Miss Welsby
- School number: 0161 912 5912
- School email address: admin@aggs.futures.co.uk

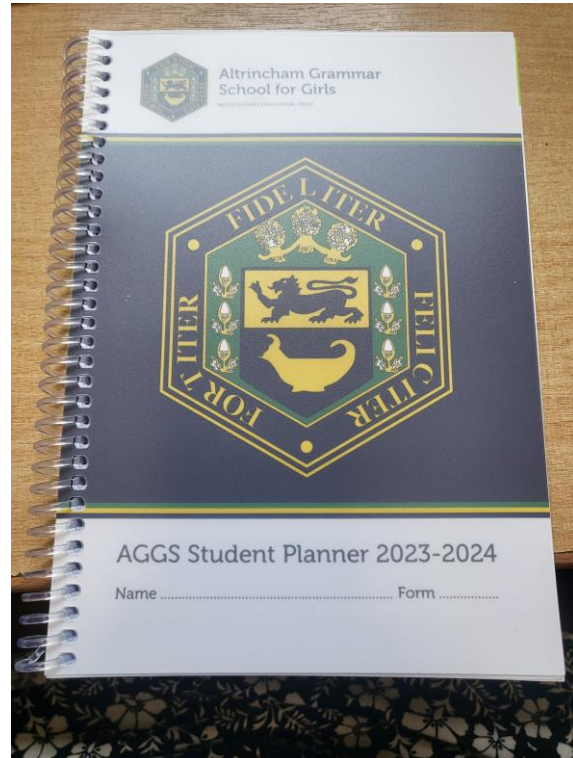


Safeguarding

- The safeguarding of all our students is the highest priority.
- The members of The Safeguarding Team at AGGS are:
 - **Designated Safeguarding Lead** – Ms R Bond
 - **Deputy Designated Safeguarding Leads** – Mrs K Galvin, Mr S Davenport and Mr J Flanagan
- If you are worried about a child's safety and welfare, please do not hesitate to contact one of the named DSL's.
- If a child is in immediate danger, dial 999 and ask for the police.
- You can also report concerns directly to social services



Homework Diary



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Unplanned Absence procedures

- Contact the absence line 0161 912 5912, leave a message including child's name and form and reason for absence.
- If your child is unwell during the school day, they should inform their teacher and go to reception. You will be contacted to collect your child from reception.
- Only named contacts on our system will be able to collect your child from school and parents/carers do have to come into reception to sign your child out of school.



Special Leave of Absence

Special leave forms are to be used for 2 reasons

1. Special leave is used for weddings, funerals, religious events, emergency time off, and appointments.
2. 2. Extra-curricular activity during the school day is used for sporting events, other exams, educational events, music events etc

PLEASE GIVE 48 HOURS NOTICE.

Please do not use the special leave forms for reporting absence on the day of absence. For reporting illness please instead use your Edulink app or phone the school absence line and report illness via leaving a voicemail.



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Attendance and punctuality

All students need to be on site for 8.30am. Breakfast club is open from 7.45am

The law does not give any entitlement to parents/carers to take their child on holiday during term time.. **Headteachers are not expected to approve any term time holiday as exceptional.**



Uniform policy

The full uniform policy is in the homework diary and is also on the website.

Any confiscated items are kept until the end of the term.

Requests to purchase pre-worn uniform can be sent via email to admin@aggs.bright-futures.co.uk



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Online safety and security

Information and guidance is available to parents/carers on the school website.

Students will be given access to office 365.

Students and parents/carers have all signed our acceptable use agreement.

Remote learning available on Teams.

Mobile phones are allowed in school. Ensure your child is aware that phones have to be switched off in all assemblies, form time and lessons and must not be visible or in use when crossing between sites.



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Parental Engagement

ParentMail; system used for sending out letters to parents, asking for parent information and feedback, completing trip and extra-curricular activity permissions.

Access via a web browser, but recommended to download the **ParentMail** app on a smartphone, as this allows for easy completion of online forms.

EduLink One; system used for student's reports, viewing your child's timetable, monitoring attendance, monitoring rewards and merits, updating the student's personal details, and where relevant, viewing examination timetables.

Access via a web browser, but recommended to download the EduLink app on a smartphone.



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Parental Engagement

If you already have a child at the school, you should have access already to both systems. You will not need to do anything further.

New parents; ParentMail registration is complete, and you should already be receiving communications via email. We will be setting up EduLink access in the next few weeks.

Details will be sent to the email address we have for each parent/carer. If your email address has changed, please contact reports@aggs.bright-futures.co.uk with the new details.

Please do not contact us for access to EduLink before then.



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Road and site safety

Reminders to all students in assembly about road safety.

Parents/carers should not wait outside the school gates.

Parents/carers should not park on double yellow lines or the zig zag lines in the immediate vicinity of the school.

Please help us to ensure we keep our school community safe.



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