



Altrincham Grammar
School for Girls

BRIGHT FUTURES EDUCATIONAL TRUST



Year 7 Information Evening

Ms Gill, Ms Bond,
Hannah Fryer

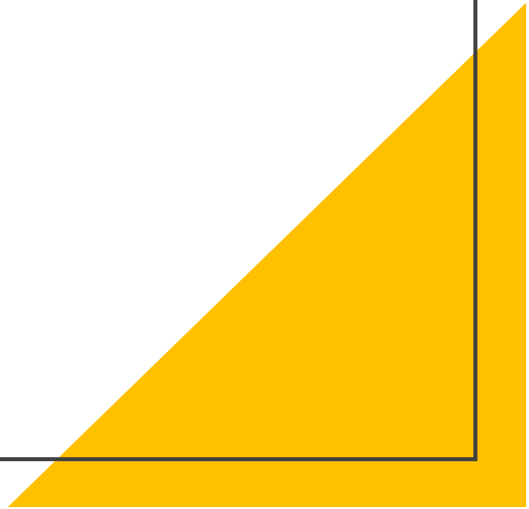
Proud to be part of:



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

Hannah Fryer

*Trainee Educational Psychologist,
Bright Futures Educational Trust*

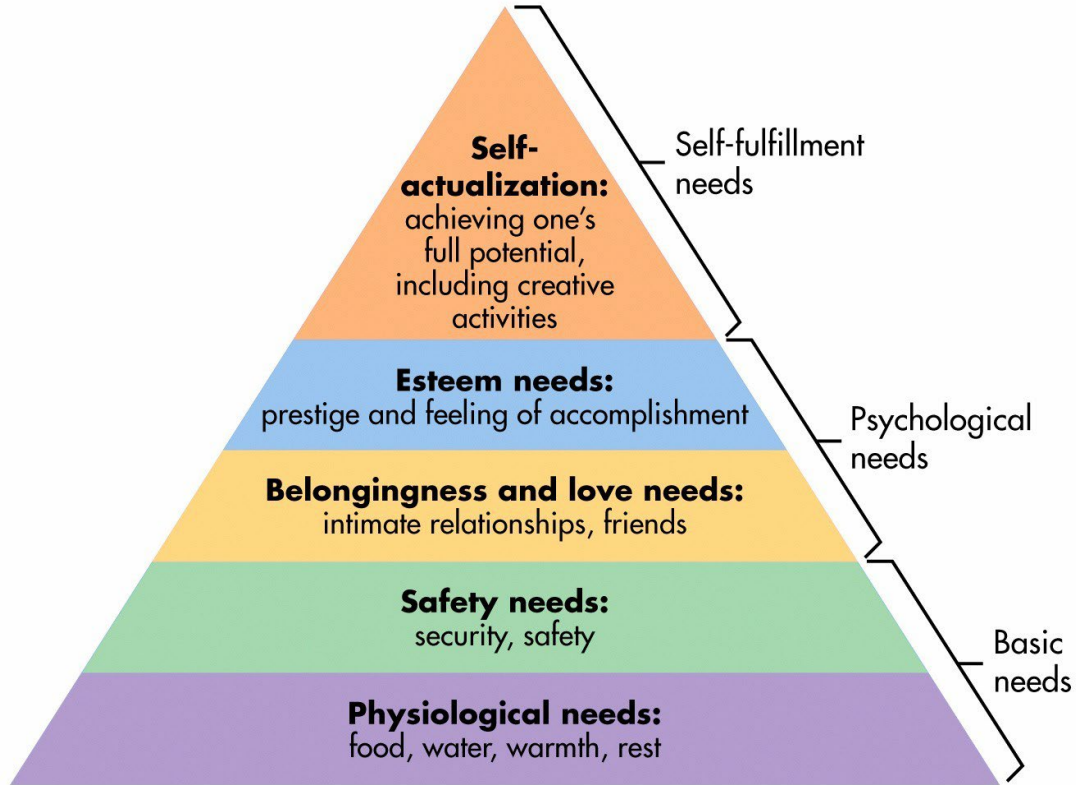


Objectives

- 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 or have blue light filters turned on;
 - 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).

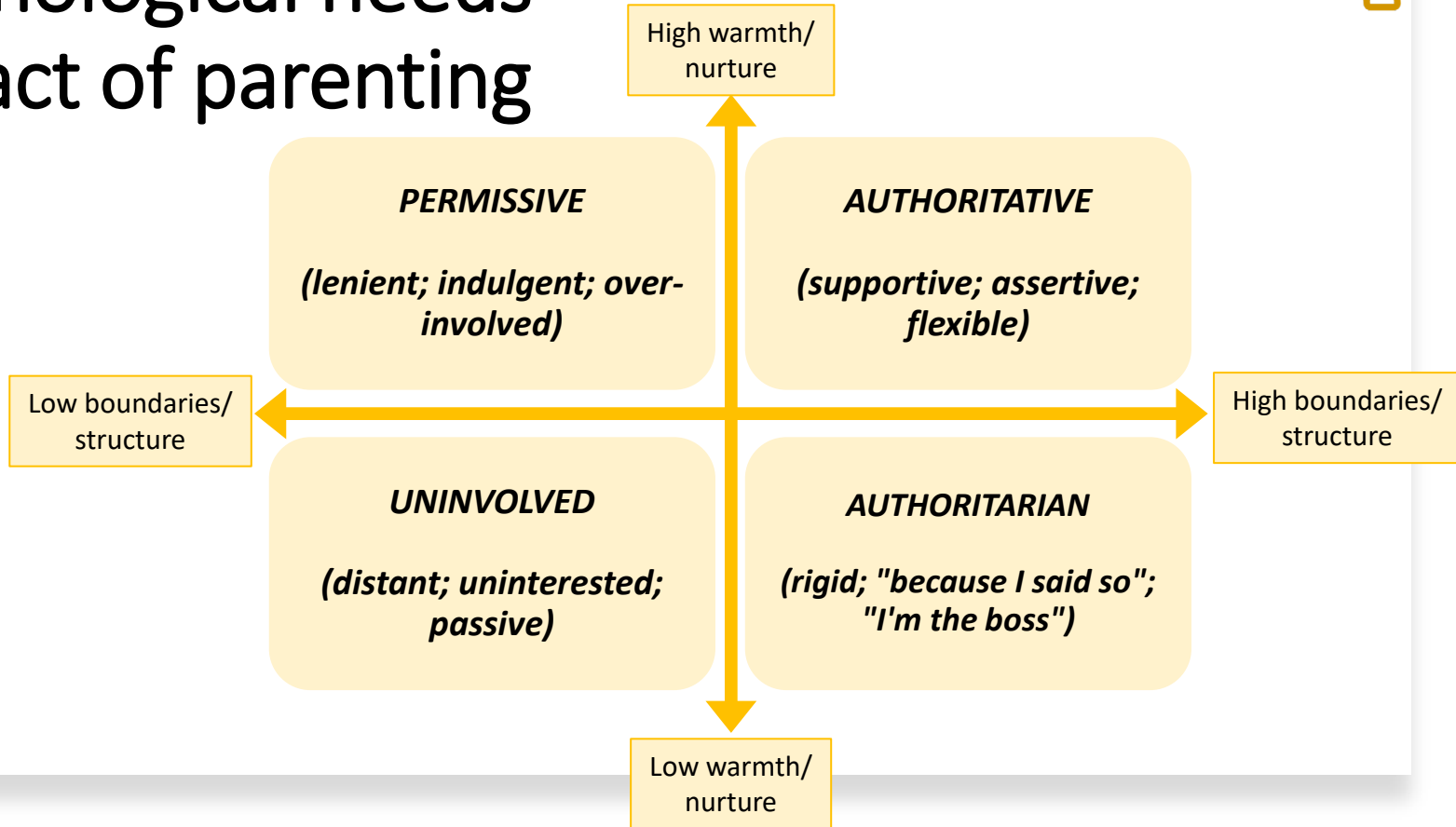


Physiological needs – Exercise

- 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 in the things they want to do?'

A note on mental health

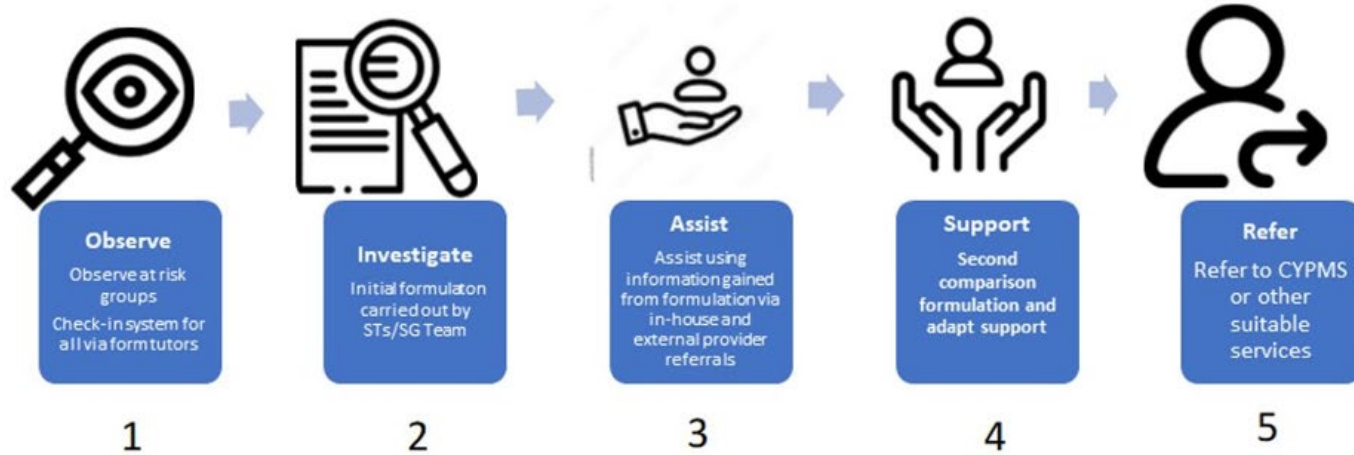
- The Children's Society (2024) found that 17% of children and 25% of adolescents have mental health difficulties, yet 66% of those with mental health difficulties felt that they couldn't get mental health support when they needed it.



Mental Health Continuum Model



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

Psychological needs – Praise

Research tells us 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.

Person Praise

Where they are praised for being 'clever' or 'academic' or 'brilliant'.

Process Praise

Where they are 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".



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- results in children performing only the most basic behaviours asked of them.

It focuses on natural ability- leads to children developing a fixed mindset

It is used comparatively- they often come to believe that they are in fact superior.



Psychological needs – Praise

Process praise, which focuses on a child's effort is a much superior form of praise. This is because it **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. It should be used:

- ***Selectively***
- ***Sparingly***
- ***Specifically***



Psychological needs – Praise

The most important thing a parent can say is “I’m proud of you”.

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

- **Reduces a fear of failure**
- **Increases self-esteem**
- **Creates a growth mindset**
- **Makes them happy**



Guidance on limiting use of mobile phones/devices

- Parental controls to limit content.
- Limit screen time.
- Ensure phones/devices are not in bedrooms overnight.
- No social media until 13, in line with social media age requirements and data protection laws.
- Monitor apps used, websites visited, programmes watched.



Attendance MATTERS EVERY SCHOOL DAY COUNTS



BE PUNCTUAL

Arrive at school on time
Arrive to lessons on time
Aim for 100% attendance

Daily Lateness equates to...

3

5 MINUTES LATE =
15 HOURS OF LEARNING LOST
3 DAYS OF LEARNING LOST

6

10 MINUTES LATE =
30 HOURS OF LEARNING LOST
6 DAYS OF LEARNING LOST

10

15 MINUTES LATE =
50 HOURS OF LEARNING LOST
10 DAYS OF LEARNING LOST

Did you know?

There are 175 non-school days during the year to spend on family time, visits, holidays, shopping and other appointments. Days off school add up to lost learning. A two week holiday in term time means the highest attendance you can get is 94.5%

100%

Excellent attendance!
Our aim for all students.

100%
EXCELLENT

6 DAYS ABSENCE

30 hours of learning lost
On the right path -
keep it up!

97%
WELL DONE

10 DAYS ABSENCE

50 hours of learning lost
Poor attendance gives
you less chance
of success.

95%
WE'RE
CONCERNED

19 DAYS ABSENCE

95 hours of learning lost
Poor attendance gives
you less chance
of success.

90%
SERIOUS
CONCERN

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

Unplanned Absence procedures

- Contact the absence line 0161 686 3011, 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. Extra-curricular activity during the school day is used for sporting events, other exams, educational events, music events etc

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.



Special Leave of Absence

We require sufficient time to process your request. Please submit your request where possible:

- at least **2 weeks prior to the planned absence** or
- for medical/dental appointments , not less than 48 hours before.

•Please upload relevant evidence to support your request e.g. screenshot of appointment letter/text.

•Requests for leave to facilitate a **holiday** during term time will not be authorised. A decision to take your child out of school for a holiday may result in a fixed penalty notice being issued.

•Requests for leave to facilitate **travel** during term time will not be authorised unless there are extenuating and unavoidable circumstances. Travel at the start or end of a school holiday will not be authorised. If leave is granted, it may not be granted for all dates requested.

•Poor attendance (**less than 97%**) may result in permission being refused.

•Should your child have **less than 95%** attendance, a request will not be approved without supporting evidence of the appointment/event requiring special leave of absence unless school is aware of an ongoing medical need.

•Should your child have **less than 90%** attendance which is categorised by the DfE as 'persistent absence' requests for special leave (which are not medical/dental) are likely to be denied.



Uniform & Mobile Phone Policy

- The full uniform policy is in the homework diary and is also on the website.
- Requests to purchase pre-worn uniform can be sent via email to admin@aggs.bright-futures.co.uk
- Any confiscated items e.g. jewellery are kept until the end of the term.
- Mobile phones are not to be seen or heard once a student enters the school site unless given permission by a member of staff.
- Mobile phones will be confiscated for 2 days in the first instance and 7 days thereafter.
- Smart watches are not permitted.



Expectations for Learning



CURIOUS

EXPECTATIONS FOR LEARNING

Students should be fully equipped and ready to learn.

Students should actively participate in lessons and work to their full potential.

KIND

Students should actively listen to their peers and encourage them to contribute.

Students should be respectful to all members of the school community, the school property and environment.

COURAGEOUS

Students embrace learning opportunities, take academic risks and challenge themselves.

Students should see mistakes as learning opportunities and engage fully with feedback.

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.



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.



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.



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.

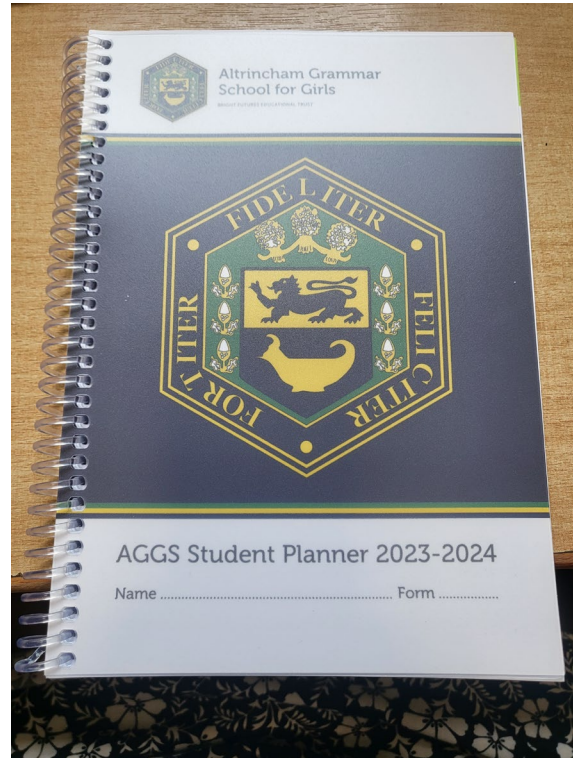


Top tips to aid transition

- Encourage lists
- Empower them
- Question the questions
- Keep boundaries in place
- Share



Homework Diary



Altrinham Grammar
School for Girls
BRIGHT FUTURES EDUCATIONAL TRUST

Communication with the school – Pastoral Team

- Senior Tutor Year 7: Mrs Clutton
- Assistant Senior Tutor Year 7: Mr Thompson
- Lead Senior Tutor: Mr Flanagan
- Vice Principal: Ms Bond
- Pastoral Assistant: Miss Welsby
- School number: 0161 686 3011
- School email address: admin@aggs.bright-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

