



# MENTAL HEALTH AND WELLBEING

How can we maintain healthy minds and support wellbeing?

# What is mental health?

- Some people call mental health '**emotional health**' or '**wellbeing**'.
- Everyone has mental health. It is just as important as physical health.
- Positive mental health allows people to:
  - Realise their full potential
  - Cope with the stresses of life
  - Work productively
  - Play a full part in family life, school life and community life.

**Mental ill-health:** a wide range of conditions that affect your mood, thinking and behaviour. Many people have mental health concerns from time to time.

# Why prioritise mental health?

- One in ten children aged between 5 and 16 years (three in every classroom) has a mental health problem.
- Growing evidence indicates that promoting positive mental health also improves a range of positive school outcomes, including attitudes to learning, better attendance and lower exclusion rates. Pupils with better emotional wellbeing at age seven had a value-added key stage 2 score 2.46 points higher (equivalent to more than one term's progress) than pupils with poorer emotional wellbeing.
- Children are less likely to suffer from serious mental health difficulties in later life if they receive support at an early age, providing a cost saving to adult mental health services.
- Children and young people say that they want to know more about how to keep themselves emotionally healthy (Ofsted 2015).

# Topsham School's Mental Health Strategy

The diagram below represents the eight principles we have used to promote mental wellbeing and resilience in our school.



# Risk vs Resilience: find the balance

All children will experience setbacks in life but a 'wellbeing toolkit' helps them to develop resilience and cope with challenges. Some children who experience significant challenges, grow into confident, competent and caring adults. By promoting positive mental wellbeing we empower children to have a wellbeing 'toolkit', which will build their protective resilience against emotional risk factors.

**“An important key to promoting children’s mental health is an understanding of the protective factors that enable children to be resilient when they encounter problems and challenges. [Protective factors include] a sense of self-esteem and confidence; a belief in one’s own self-efficacy and ability to deal with change and adaptation; and a repertoire of social problem solving approaches.” (DfE Mental Health and Behaviour, March 2016).**

In addition to the children’s wellbeing, the mental health of staff, parents, governors and all stakeholders is crucial to being able to live life to the full.

# Take action!

It helps to think of mental wellbeing as something you **do**, rather than something you have. The more you put in, the more you are likely to get out.

No one can give you mental wellbeing – **we have to take action!**



# 10 a day!

1

Talk about your feelings



2

Ask for help



3

Take a break



4



Eat well

5



Keep in touch with the people that you care about

7



Stay active in mind and body



8

Do something you are good at and enjoy



9

Actively care for others



6

Be proud of yourself



10

- Which area / colour of the poster do you do really well?
- Which area would you like to do more of?

NB: It is not necessary to use all the ways every day; they are to be used as tools or strategies to maintain and support mental health. Some will work better for you than others.



# How can the Ways to Wellbeing be embedded?

- How could you model it to your children? (EH4MH: “Children respond best to mental health strategies when they can see them modelled by those around them – it’s not just something we’re telling the children to do, mental health is something that everyone has, and that everyone needs to maintain.”)
- How will you integrate it into what you already do, without creating extra work? (We already do many of the ‘Ways to Wellbeing’, this is just about making them explicit in order for us to prioritise mental health and make clear reference to the ways we can protect it).

# 10. Be proud of yourself

How do you bring the formula into our everyday conversations?

*“Wow! You have really worked hard at working that out”*

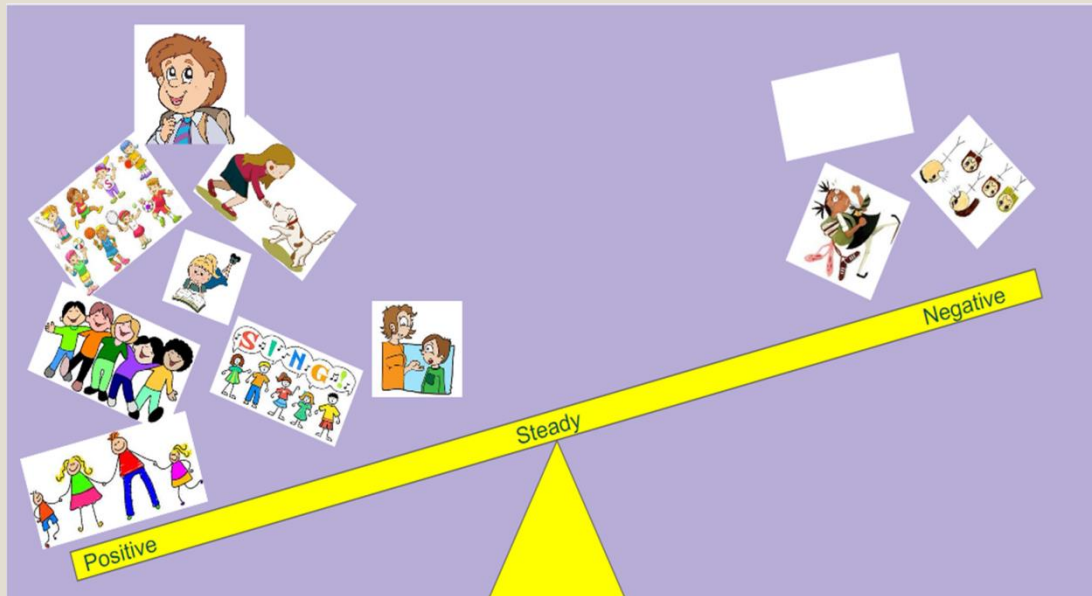
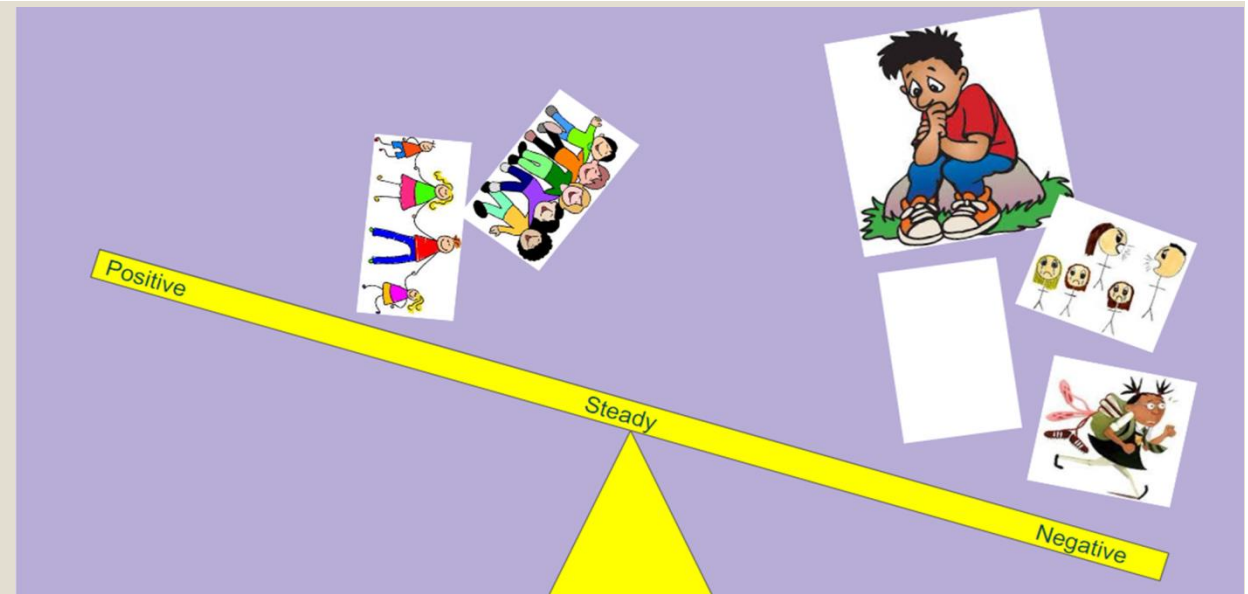
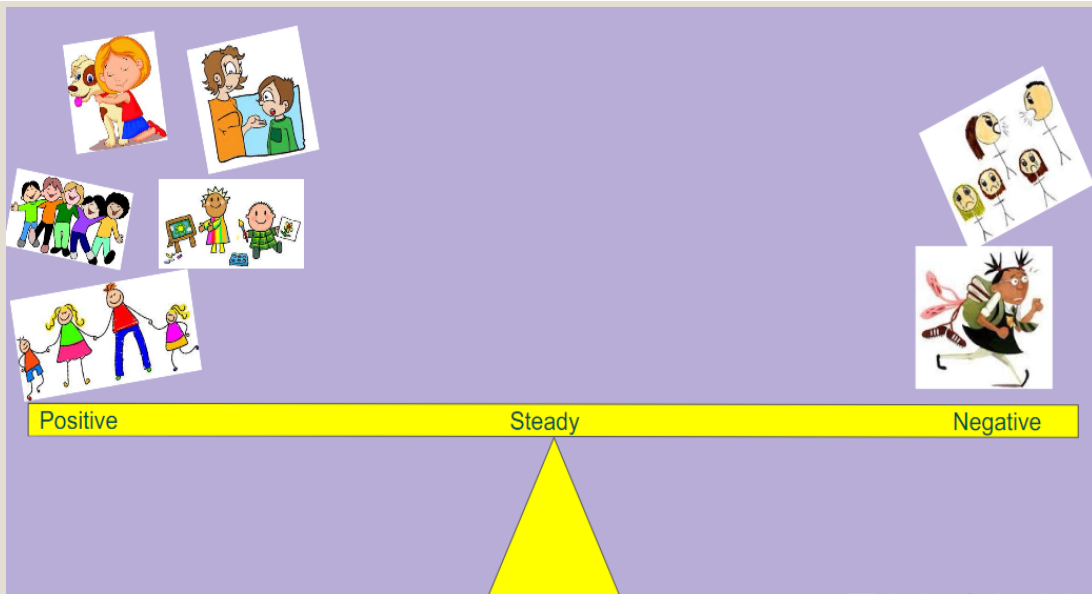
*“I love how you ask for others ideas when you are stuck.”*

*“I notice you are great at thinking about solutions when problems pop up.”*

*“I notice you were really congratulatory with your friend when they won...that is super friendship skills.”*

*“I love how you take on a tricky question.”*

*“Thank you for your kind words.”*



*"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel"*

*Maya Angelou*

### **3. Take a break.**

Some children (and adults) find it difficult to 'switch off' and relax their mind. One way we are supporting children is through providing opportunities and techniques to develop their mindfulness.

# Key messages

1. Mental health is everybody's business.
2. Relationships are central to good mental health.
3. Each of us has our own balance between risk and resilience.
4. Reducing risk or increasing resilience through a well being toolkit can make the difference between coping and not coping.

## Well said Norman!

*"Whether one is living with a transient mental health problem or learning to live with a diagnosed disorder, every one of us will directly and indirectly contribute to their recovery and continued well being."*



Future in Mind, March 2015



## Resources

- Young Devon <http://www.youngdevon.org/>
- Early Help for Mental Health <http://eh4mh.co.uk/>
- Young Minds <https://youngminds.org.uk/>
- Kooth <https://kooth.com/>
- 'When your worries get too big' Kari Dunn Buron
- 'A Huge Bag of worries' Virginia Ironside
- [http://www.moodcafe.co.uk/media/19579/cyp\\_parents\\_1\\_2\\_web.pdf](http://www.moodcafe.co.uk/media/19579/cyp_parents_1_2_web.pdf)
- [http://raisingchildren.net.au/articles/anxiety\\_stepladder\\_approach.html](http://raisingchildren.net.au/articles/anxiety_stepladder_approach.html)
- <http://www.worrywisekids.org/node/43>
- <http://www.anxietybc.com/anxiety-PDF-documents>
- <https://www.anxietyuk.org.uk>
- [http://www.youngminds.org.uk/for\\_parents/worried\\_about\\_your\\_child/anxiety](http://www.youngminds.org.uk/for_parents/worried_about_your_child/anxiety)
- **What to Do When You Worry Too Much. A Kid's Guide to Anxiety,**
- **by Dawn Huebner**
- **What to Do When Your Brain Gets Stuck. A Kid's Guide to Overcoming OCD**
- **by Dawn Huebner**
- **Think Good - Feel Good. A cognitive behaviour therapy workbook for children and young people,**
- **by Paul Stallard**
- **The Coping Cat Workbook**
- **By Philip Kendall & Kristina Hedtke**
- **From Timid to Tiger. A Treatment Manual for Parenting the Anxious Children**
- **By Sam Cartwright-Hatton, with Ben Laskey, Stewart Rust and Deborah McNally.**
- **The Incredible Years. A trouble shooting guide for parents of children aged 2-8years,**
- **By Carolyn Webster-Stratton.**