



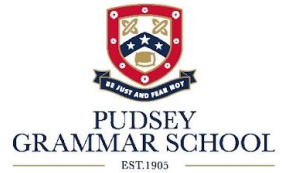
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Social, Emotional and Mental Health Parent Information Evening

6 December 2023

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SEMH - Parent Information Evening



Marie Williams - Emotional intelligence / managing expectations

Nichola McCaffrey - The teenage brain / when SEMH becomes SEN

Ellen Matthews - In school support

Nadia Abdo - Kooth.com

Joanne Stubbings - Sleep, coping with anxiety, regulating emotions



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Emotional Intelligence

Presenter: Mrs M Williams
Director of Safeguarding

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4 Basic Emotions



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Emotions and expectations

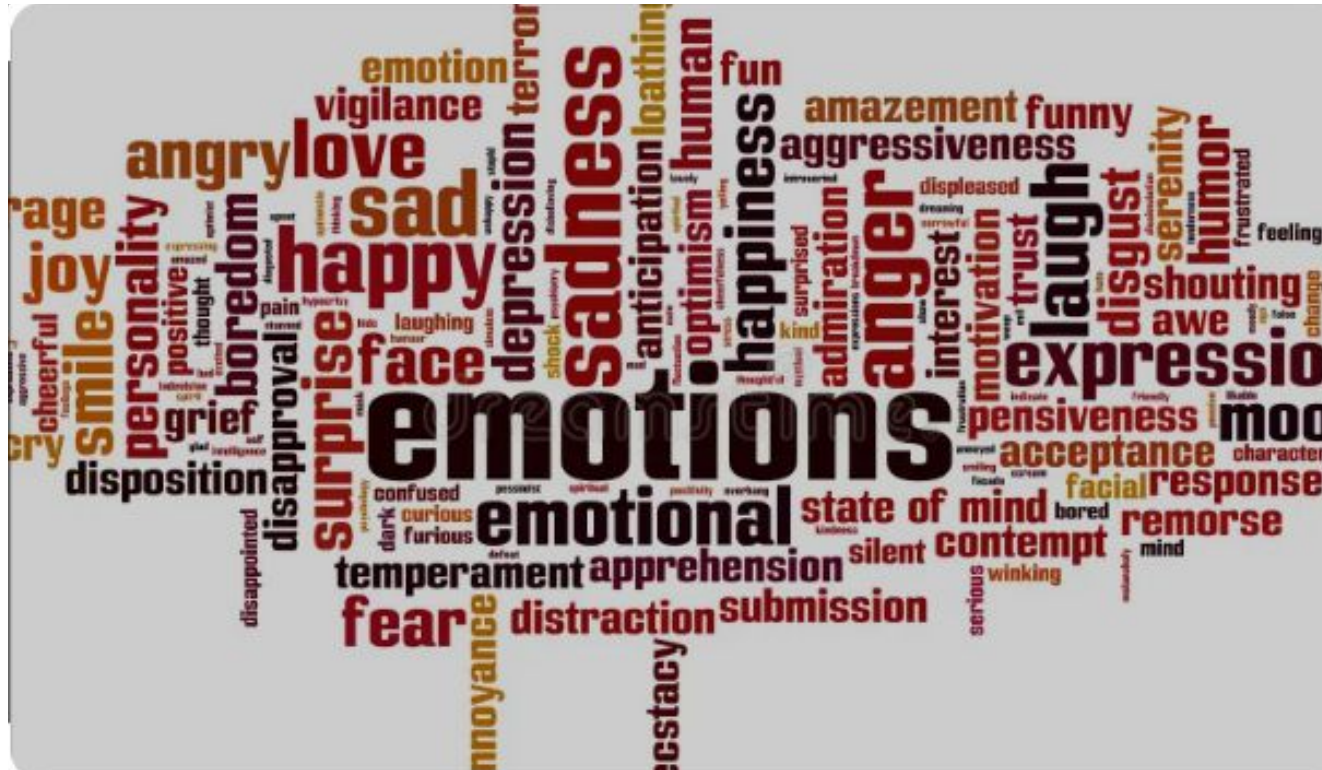


Exception: Grief

Emotions and Expectations



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Emotions and Expectations

- Think of a time when you felt a particularly strong emotion.
- What were you expecting?
- Was that expectation met?



Anxious



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Butterflies.

No one will come.

I'll forget what I need to say.

Tech won't work.

Trip up and make a fool of myself.

Prepare



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- Ask for responses to my letter.
- Send a reminder a couple of days before.
- Have a run through of the presentation beforehand.
- Wear flat shoes and check for tripping hazards.



Strategies

- Normal
- Visualise
- How will I feel
- Flight mode



Behaviour is communication

- Normalise emotions
- Active listening
- Control
- Break negative or self reinforcing cycles
- Set boundaries for behaviour
- Limited choices
- Avoid 'push button' situations
- Distraction techniques



Seek Support



Leeds Bereavement
Forum



Self Care



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PRIORITISE *your mental health*



Put yourself
first



Write down how you
feel



Try to eat a
balanced diet



Stay
hydrated



Move your body
and take a walk



Read a self help
book



Step outside for
some sunshine



Take a
deep breath



Seek professional
help



Create a
gratitude list



Set a bedtime
routine



Minimise time on
your phone

Look after yourself

- To be able to show compassion we first need to look after ourselves.
- Aeroplane safety - always put on your own mask first before helping others.

HOW TO USE OXYGEN MASK ON PLANE



Be kind to yourself

- Look after your own wellbeing.
- Gives you the tools to show compassion for others.
- Take some time to do something you enjoy.
- This will put you in a good place to support others.





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The Teenage Brain / SEND

Presenter: Mrs N McCaffrey
Director of SEND

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How the teenage brain is changing

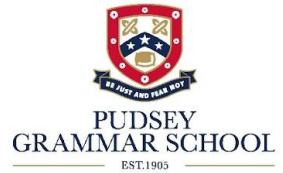
Mental health problems often emerge during adolescence

As children become teenagers, their brains grow and change.

These brain changes affect children's thinking and behaviour.

We need to support young people to build healthy teenage brains with positive behaviour and thinking, plus plenty of sleep.

Teenage brain development



Children's brains have a massive growth spurt when they're very young. By the time they're six, their brains are already about 90-95% of adult size. The early years are a critical time for brain development, but the brain still needs a lot of remodelling before it can function as an adult brain.

This brain remodelling happens intensively during adolescence, continuing until your child is in their mid-20s. Brain change depends on age, experience and hormonal changes in puberty.

Building a healthy teenage brain

The combination of your child's unique brain and environment influences the way your child acts, thinks and feels. For example, your child's preferred activities and skills might become 'hard-wired' in the brain.

How teenagers spend their time is crucial to brain development. So it's worth thinking about the range of activities and experiences your child is into – music, sports, study, languages, video games. How are these shaping the sort of brain your child will take into adulthood?

You're an important part of your child's environment. You mean a lot to your child. How you guide and influence your child will be important in helping your child to build a healthy brain too.

You can do this by:

- Encouraging positive behaviour
- Promoting good thinking skills
- Helping your child get plenty of sleep.

Behaviour strategies for teenage brain development

While your child's brain is developing, your child might:

- Choose high-risk activities or risky behaviour
- Express more and stronger emotions
- Make impulsive decisions.

Here are some tips for encouraging good behaviour and strengthening positive brain connections:

- Let your child take some healthy risks. New and different experiences help your child develop an independent identity, explore grown-up behaviour, and move towards independence
- Help your child find new creative and expressive outlets for feelings. Your child might be expressing and trying to control new emotions. Many teenagers find that doing or watching sport or music, writing and other art forms are good outlets.
- Talk through decisions step by step with your child. Ask about possible courses of action your child might choose, and talk through potential consequences. Encourage your child to weigh up positive consequences or rewards against negative ones.



- Use family routines to give your child's life some structure. These might be based around school and family timetables.
- Provide boundaries and opportunities for negotiating those boundaries. Young people need guidance and limit-setting from their parents and other adults.
- Offer frequent praise and positive rewards for desired behaviour. This reinforces pathways in your child's brain.
- Stay connected with your child. You'll probably want to keep an eye on your child's activities and friends. Being open and approachable can help you with this.

You can support the development of your child's thinking with the following strategies:



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- Encourage empathy. Talk about feelings – yours, your child's and other people's.
- Highlight the fact that other people have different perspectives and circumstances.
- Reinforce that many people can be affected by one action.
- Emphasise the immediate and long-term consequences of actions. The part of the brain responsible for future thinking (the prefrontal cortex) is still developing. If you talk about how your child's actions influence both the present and the future, you can help the healthy development of your child's prefrontal cortex.

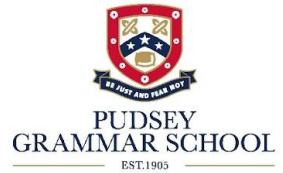
You can support the development of your child's thinking with the following strategies:



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- Try to match your language level to the level of your child's understanding. For important information, you can check your child has understood by asking your child to tell you in their own words what they've just heard.
- Help your child develop decision-making and problem-solving skills. You and your child could work through a process that involves defining problems, listing options, and considering outcomes that everyone is happy with. Role-modelling these skills is important too.

Sleep and teenage brain development



During adolescence, sleep patterns change because of hormonal changes in the brain.

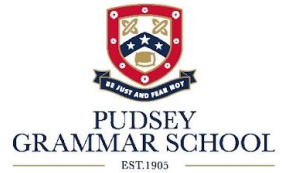
But children still need plenty of sleep for their overall health and development, including their brain development



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What is the difference between SEND and SEMH?

What is the difference between SEND and SEMH?



The definition of special educational needs In the Special Educational Needs and Disability (SEND) Code of Practice (2014)

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.’

Social, Emotional and Mental Health Difficulties (SEMH) are a type of Special Educational Needs and Disabilities (SEND).

Children and young people with SEMH have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.

4 Main areas of SEND

Cognition and Learning

- Specific Learning Difficulties e.g dyslexia
- Moderate Learning Difficulties
- Severe Learning Difficulties

Communication and interaction

- Speech and Language needs
- Autism
- Social Communication needs

Social, Emotional Mental Health

- Attention Deficit (ADD)
- Attention Deficit with Hyperactivity (ADHD)
- Emotional and mental health needs.

Physical and Sensory

- Physical disability
- Hearing impairment
- Visual Impairment
- Multi-sensory impairment
- Sensory need

When does SEMH become SEN

SEMH becomes SEN when it has affected a child long term, according to the Equality Act 2010 this means 12 months or more.

SEMH changes through hormones, developmentally, socially, age appropriate

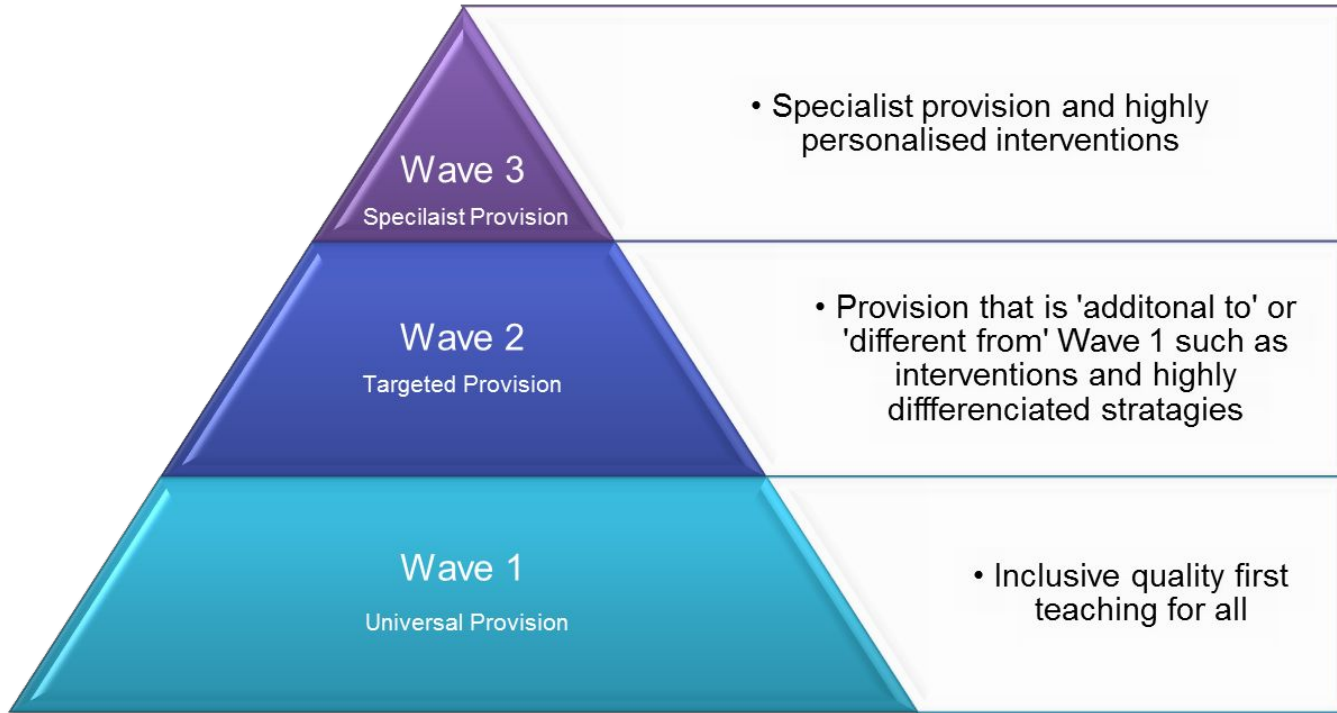
We need 2 full rounds of graduated response before seeking targeted/ specialist services

The Graduated approach

The Graduated Approach



Waves of provision model



Identifying SEMH in school

Only medical professionals should make a formal diagnosis of a mental health condition.

Schools, however, are well-placed to observe children day to day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one

Identifying SEMH in school

Is there a pattern? What is likely to trigger the behaviour?

When / what time is the behaviour most likely to occur?

During what activities is the behaviour most likely to occur?

Are there any times or activities during which the behaviour does not occur?

Where is the behaviour most likely to occur?

With whom is the behaviour most likely to occur?

Behaviour -What is the impact?

What behaviour is regularly presenting?

Who else becomes involved?

What is the risk to the child, or to others? Physical? Emotional? Learning?

Consequences -What might be maintaining the behaviour?

What does the behaviour achieve for the child?

Does the child avoid or escape any activity by engaging in the behaviour?

Is the child rewarded in any way by engaging in the behaviour?

What might the child be attempting to communicate by engaging in this behaviour?

What next...

Referrals to: MindMate

'The Right To Choose' Pathway

Pudsey Cluster

Local Authority SEND Team

Education Psychologist

Funding For Inclusion

Individual Provision Map- identifying strategies that will support
Education Health Care Plan (EHCP)

Specialist Provisions

Observations

Teacher feedback

Team around the child in school

Share key information with teachers and pastoral staff

The Graduated approach

The Graduated Approach





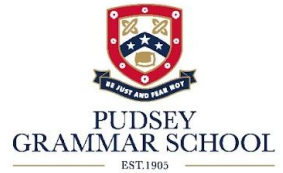
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Support for Young People

Presenter: Mrs E Matthews
Assistant Headteacher - Student Support

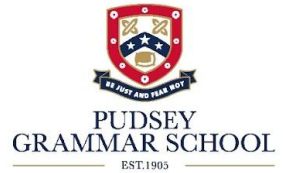
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Dedicated Support Team



- 5 Year Leaders (non-teaching roles)
- 4 Behaviour Support Workers
- Pastoral Support (just recruited)
- Attendance Lead and 2 Attendance Officers
- SEMH Mentor
- Safeguarding Lead

Ensuring there is time for Support



Year Leaders

- Greeting the year group on arrival at school
- Present at break and lunchtime
- Present at after school detentions
- Use assembly time to share positives

Positive Learning Environment

We work to create an environment that is positive for students: -

- Assemblies - self care advice every week, half termly celebration assemblies
- Rewards store
- Certificates/texts for attendance and 0 negatives
- Weekly positive phone calls home
- Student Stars

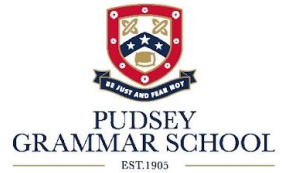
Support for Students at PGS

- Restorative Conversations
- ATLS - monitoring attitude in lessons
- Assigned 'key worker' - Behaviour Support Worker
- Individual Pupil Profile
- Literacy support
- Careers guidance
- Think For The Future
- 1-1 SEMH mentoring
- Safe Task Force
- PGS counsellor

Report concerns



External Agency Support



Referrals can be made to a number of external agencies to gain further support once options within PGS have been tried

- Pudsey Cluster - wellbeing, family support, counselling,
- SENIT - SEMH and learning support
- Forward Leeds - substance abuse support
- MindMate - wellbeing support

Services we promote



Year Leaders



Emma Mathie - Year 7 Leader
KS3 Year Office - Floor 1
e.mathie@pudseygrammar.co.uk



Bethany Crosland - Year 8 Leader
KS3 Year Office - Floor 1
b.crosland@pudseygrammar.co.uk



Niki Exley - Year 9 Leader
KS3 Year Office
n.exley@pudseygrammar.co.uk

Year Leaders



Aelana Birdsall - Year 10 Leader
KS4 Year Office - Floor 2
a.birdsall@pudseygrammar.co.uk



Sarah Swithenbank - Year 11 Leader
KS4 Year Office - Floor 2
s.swithenbank@pudseygrammar.co.uk



Kiran Nota- Post 16 Year Leader
Post 16 Office - Floor 0
g.nota@pudseygrammar.co.uk

SEMH Lead



Marie Williams - Director of Safeguarding
SEMH Lead
DSL - Floor 0 Attendance Office
m.williams@pudseygrammar.co.uk



Nicola McCaffrey - Director of SEND
Floor 2 SEND Office
n.mccaffrey@pudseygrammar.co.uk



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Who are Kooth?

Presenter: Nadia Abdo

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Who are Kooth?

Founded in 2001, Kooth is a trusted NHS partner supporting the nation's children and young people



Local NHS Integrated Care Boards commission us, so that Kooth can **provide free mental health support to 10 - 18 year olds** across the UK



**Accredited
Service**

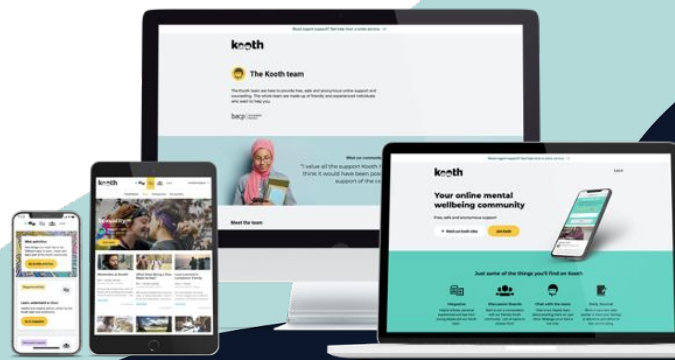
Kooth is accredited by the leading professional association for members of the counselling professions in the UK
All **our practitioners are real people, not bots**

Kooth provides immediate support

No GP or school referral is needed,
there's no waiting list or threshold to meet

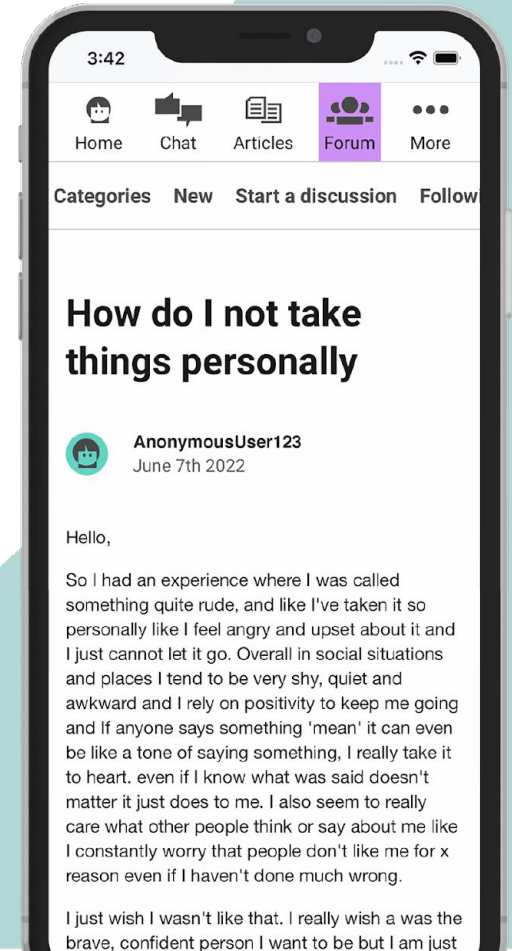
Free, 24/7 365 days a year

Note: There could be an hour's wait to get a 1-1 chat, and possibly longer during busy periods. Chats with a practitioner are not 24/7



Your child is **safe on Kooth**

Because our service is **anonymous and fully moderated**, no bullying, trolling or discrimination can occur and no one can exchange phone numbers or private messages



How Kooth works
alongside other NHS
mental health services
In

- Support for those who **wish to remain anonymous**
- Somewhere for them **to connect with others** who have similar experiences
- Help for your child if they are on the **CAMHS waiting list**
- Help if your child **does not meet thresholds** or criteria for other NHS services
- **'Out of hours' support** as our practitioners are online until 10pm each night
- Option to **try a 1-1 chat session** without committing to programme of F2F talking therapy



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MindMate Support Team

Presenter: Joanne Stubbings

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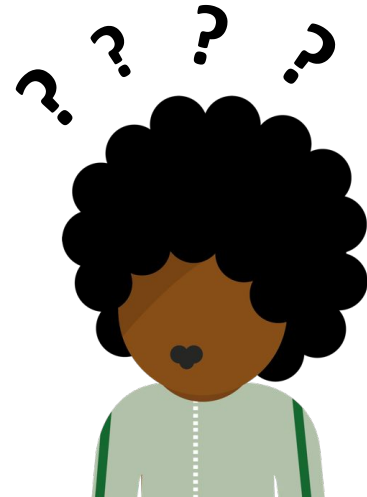
Emotional Regulation
Anxiety
Sleep

Emotional regulation

Emotional Regulation

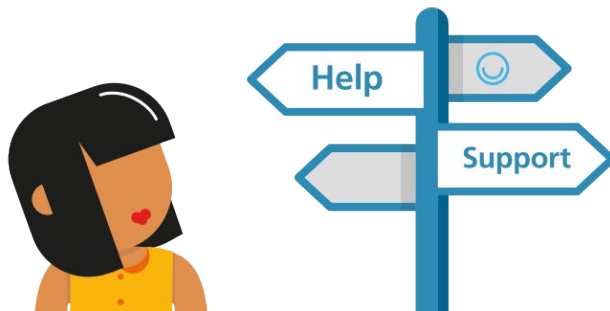
Emotional regulations are skills which can be learnt.

- Identify and express
- Learn to manage to emotion
- Practice and reinforce



Making a plan

- Create space
- Noticing the feeling
- Naming the feeling
- Accepting the emotion
- Coping Techniques/Grounding
- This can be done individually or as a class (on a simpler scale)

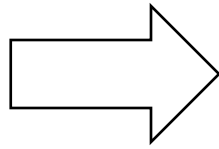


The Hand Model of the Brain

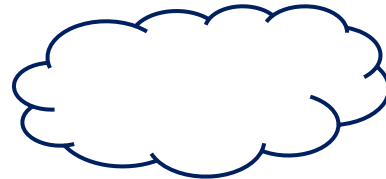
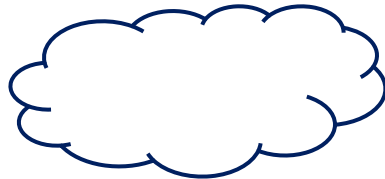
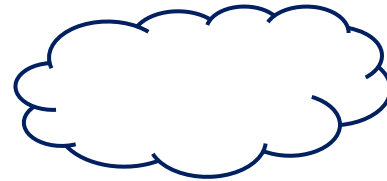
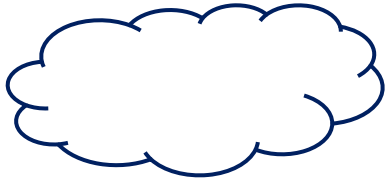
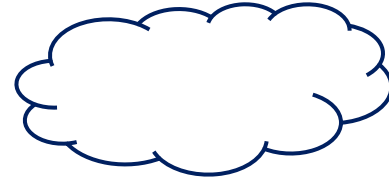
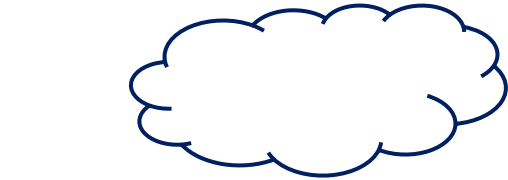
What happens when we “flip our lid”

When our brain is working efficiently both the upper and mid brain are communicating effectively. Information comes in and is processed logically. Sometimes too much information is coming in for the Upper brain to process and it disconnects. We “flip our lid” and can no longer access the functions provided by the upper brain





What makes you 'flip your lid'?



Anxiety

Fight Flight Freeze



When we were cavemen and women we may have been faced with lots of **dangerous** situations. Our brain wants us to keep safe so it developed a quick way to respond to danger, it's called **fight, flight or freeze** response. The fight, flight or freeze response is like our **body's alarm system**. It causes changes that we can feel in our body.

This alarm system is needed to keep us safe for example when a car is racing towards us! But sometimes the alarm also goes off when there is no real danger! Sometimes, **our own thoughts and feelings in our body can be enough to set our alarm off**. Usually when we feel scared, nervous or angry about something our brain will go to a fight or even a flight response.



Our bodies become **energised** and we want to confront and 'fight' the situation.

We want to **escape** and avoid the situation.



We feel like we are **unable to move or talk**. Our bodies and minds 'freeze' and we don't know what to do.



25 PHYSICAL SYMPTOMS OF ANXIETY

Have a think about which ones happen for you when you are feeling anxious.



Shortness of Breath
Feeling so anxious causes inability to relax or control breathing.



Mind Suddenly Blanks
Inability to sort thoughts and mind shuts down due to overwhelm and stress.



Heart Pounding
Worry, stress, fear and shortness of breath can accelerate heart rate.



Excessive Sweating
Results from nervousness or panic.



Upset Stomach
Persistent nauseous feeling.



Loss of Appetite
Food is not appealing, sometimes gagging occurs when eating.



Muscle Tension
Panic attacks cause muscles to tighten in the neck, shoulders, and sometimes the jaw tightens.



Frequently Feeling on Edge
Feeling jumpy, shaky or physically trembling. Constant feeling of potential danger that must be avoided.



High Blood Pressure
Due to unsettled states, blood pressure can raise to dangerous levels.



Insomnia
Inability to sleep when stress creates a continuous loop of racing thoughts.



Dizziness
Panic to the point of almost passing out.



Weak Limbs
Feeling of weakness throughout the body can occur when exhausted from worrying.



Panic Attacks
Sudden feeling that something terrible is going to happen.



Frequent Bathroom Breaks
Nervousness can upset the bowels and cause uncontrollable bathroom visits.



Compulsive Behavior
Constantly biting nails, scratching scalp, or other abnormal behaviors due to anxiety.



Restlessness
Inability to sit still and must be on the move.



Uncontrollable Speech
Speaking quickly and without thinking. Stuttering and feeling tongue-twisted are common.



Hot or Cold Flashes
When your body is in an upset state, the temperature can waver and change rapidly.



Constantly Catching a Cold or the Flu
Weakened immune system due to stress causes the body to be susceptible to illness.



Nervousness Around People
Overly critical of oneself in social situations. Dwelling on future events and what was said long after the event.



Heart Palpitations
Feeling the heart race, flutter, add or skip a beat.



Chest Pain
Many who experience a panic attack for the first time believe they are experiencing a heart attack.



Migraines
Anxiety increases blood flow and blood flowing to the brain causes severe head pain.



Itchy Skin
Body reacts to stress by producing an itchy rash or hives.



Muscle Spasms
Nervous system behaves irregularly and causes muscles to twitch.

Stress Bucket



Stress can trigger our fight, flight, freeze response. Even though most stressful things in our modern lives cannot harm us, our body can still have the same reaction.

To find a good balance, you should always keep your **SELF** in mind:



- **S** is for sleep
- **E** is for exercise
- **L** is for leisure
- **F** is for food

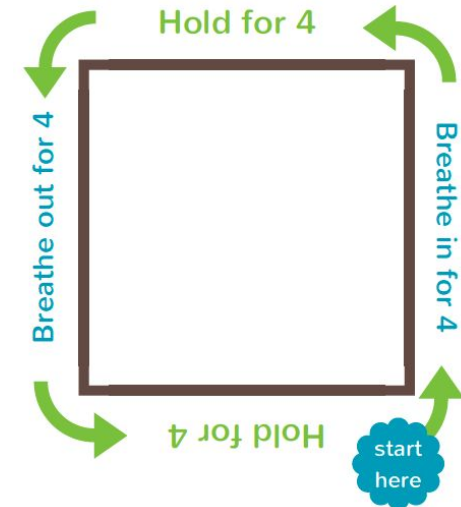
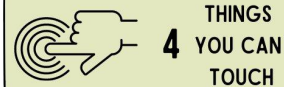
• If you take care of yourself and get the right amount of sleep, food and exercise,
• you'll be able to concentrate better and feel less stressed out, leaving more time for **fun!**

Coping Strategies

5 - 4 - 3 - 2 - 1

GROUNDING TECHNIQUE

A calming technique that connects you with the present by exploring the five senses.



Sleep



"Sleep Hygiene"

IS THE TERM USED TO DESCRIBE POSITIVE SLEEPING HABITS AS A RESULT OF GOOD BEHAVIOURAL AND ENVIRONMENTAL FACTORS NECESSARY FOR QUALITY NIGHTTIME SLEEP AND FULL DAY ALERTNESS.

How much sleep do children/YP need?



How common are sleep difficulties?

83% OF TEENS
ADMIT THEIR
SLEEP IS
AFFECTED BY
STRESS AND
WORRY

26% OF YOUNG
PEOPLE ARE
RELYING ON
ENERGY DRINKS
OR CAFFEINATED
DRINKS TO STAY
AWAKE IN THE
DAY

40% OF
CHILDREN AND
YOUNG PEOPLE
WILL
EXPERIENCE
SLEEP ISSUES AT
SOME POINT

82% OF TEENS
STATED THAT
THEY USED
THEIR BED TO
REVISE IN

Keep your child's bedroom cool, dark and clutter free - try to have separate areas for play, work and their bedroom as a place to sleep!

Set a regular bedtime and stick to it...

Turn off devices at least an hour before bedtime (ideally two...)

Spend time outdoors through the day...

Avoid naps during the day...

Avoid stimulants such as tea, coffee, energy drinks, chocolate...

Gentle exercise such as Yoga or walk is recommended on an evening...

Choose calm, relaxing activities to do before bed...such as taking a warm shower, drawing or reading...

Children aged 12-18 should aim for around 8-9 hours of sleep per night



Tips for a restful night's sleep...

MILK & MILK PRODUCTS

Traditional milk products
(warm), yoghurt, soya milk

FISH

Cod, Tuna, Mackerel and
Salmon

FRUITS

Apples, Bananas, Blueberries,
Strawberries, Avocados,
Pineapple, Peaches, Cherries

MEAT

Chicken and Turkey

CHEESE

Cheddar Cheese, Cottage
Cheese, Tofu

"Sleepy Snacks"

VEGETABLES

Spinach, Asparagus, Green
Peas, Broccoli, Tomatoes,
Cabbage, Cauliflower,
Mushrooms, Cucumber,
Potatoes

GRAINS

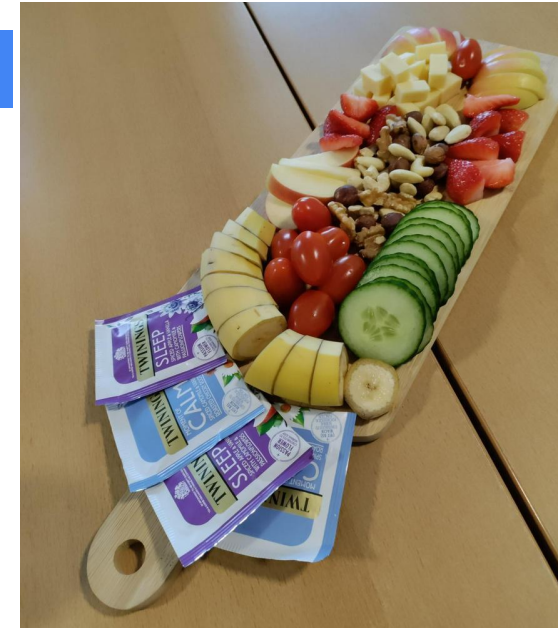
Wheat, Brown Rice, Barley,
Corn, Oats

BREAD

Whole Wheat Bread

SEEDS & NUTS

Ground Flax Seed, Sesame,
Pumpkin, Sunflower Seeds,
Walnuts, Peanuts,
Cashewnuts, Pistachios,
Chestnuts, Almonds



Useful links and Resources



WEBSITE:

The Sleep Charity



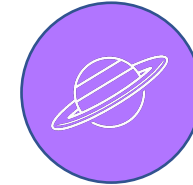
BOOK:

The Awesome
Power of Sleep
by
Nicola Morgan



WEBSITE:

The Teen Sleep
Hub



WORKBOOK:

MindMate
Support team

Thank you