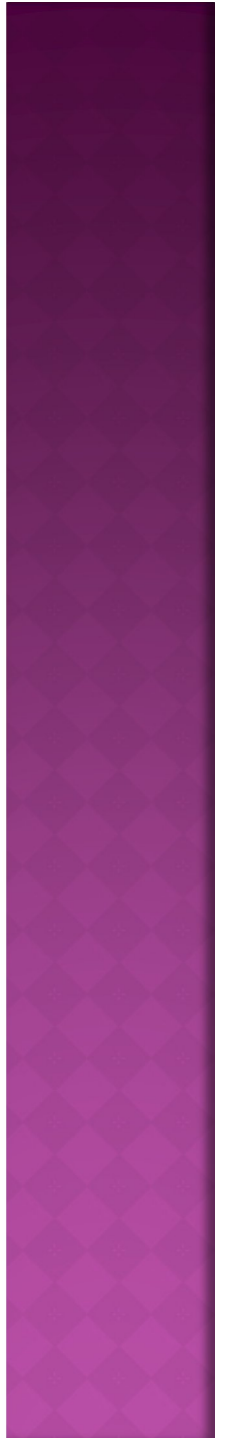


# CHILDREN'S MENTAL HEALTH

Spixworth Infant School Jan 2019

# MENTAL HEALTH CHAMPIONS

- ◉ Heidi Jordan
- ◉ Emma Davies
  
- ◉ Champions (point of contact, not specialists)



# BACKGROUND

**1 in 10**

Children aged 5-16 years worldwide have a clinically diagnosable mental health disorder

**35-50%**

of people with severe mental health problems receive no treatment

**10 yrs**

The average delay between first symptom of mental ill health and treatment.

**50%**

Half of all adult mental health problems start before the age of 14.

**4 in 5**

GPs would like more training in child and adolescent mental health

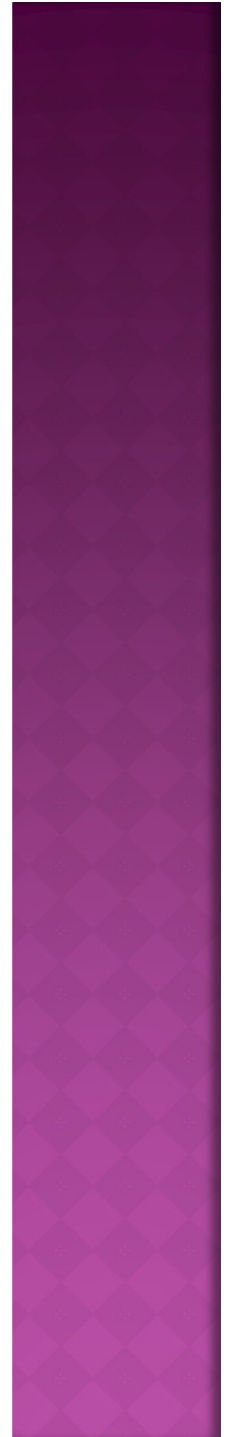
**5%**

Children and young people receive less than 5% of mental healthcare funding

# WELLBEING AND MENTAL HEALTH

Mental health is defined as a state of wellbeing in which every individual can:

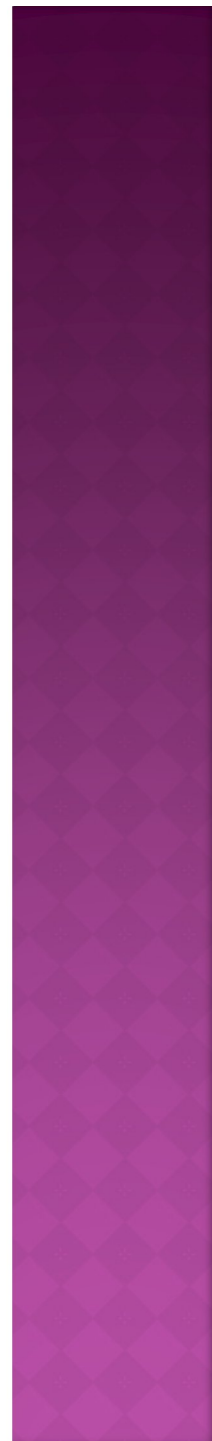
- ◉ Realise their potential
- ◉ Cope with the stresses of normal life
- ◉ Work and play productively
- ◉ Make a contribution to their community



# WELLBEING AND MENTAL HEALTH

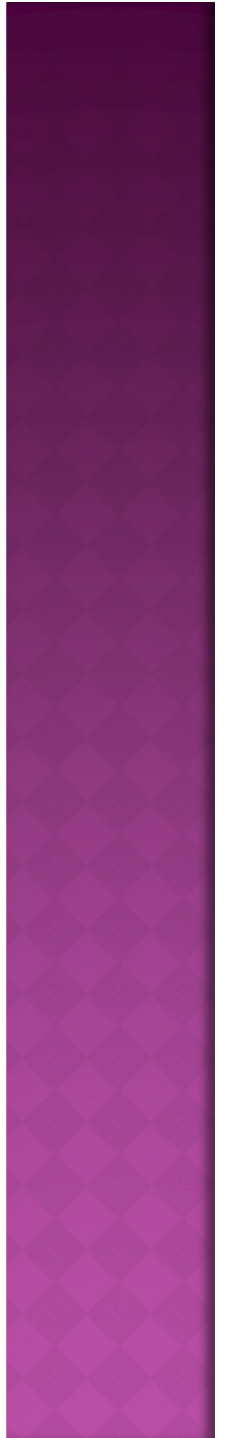
Children and young people say:

- ◉ It doesn't mean being happy all the time
- ◉ It means being able to cope with things
- ◉ It's about feeling in control so you can deal with ups and downs

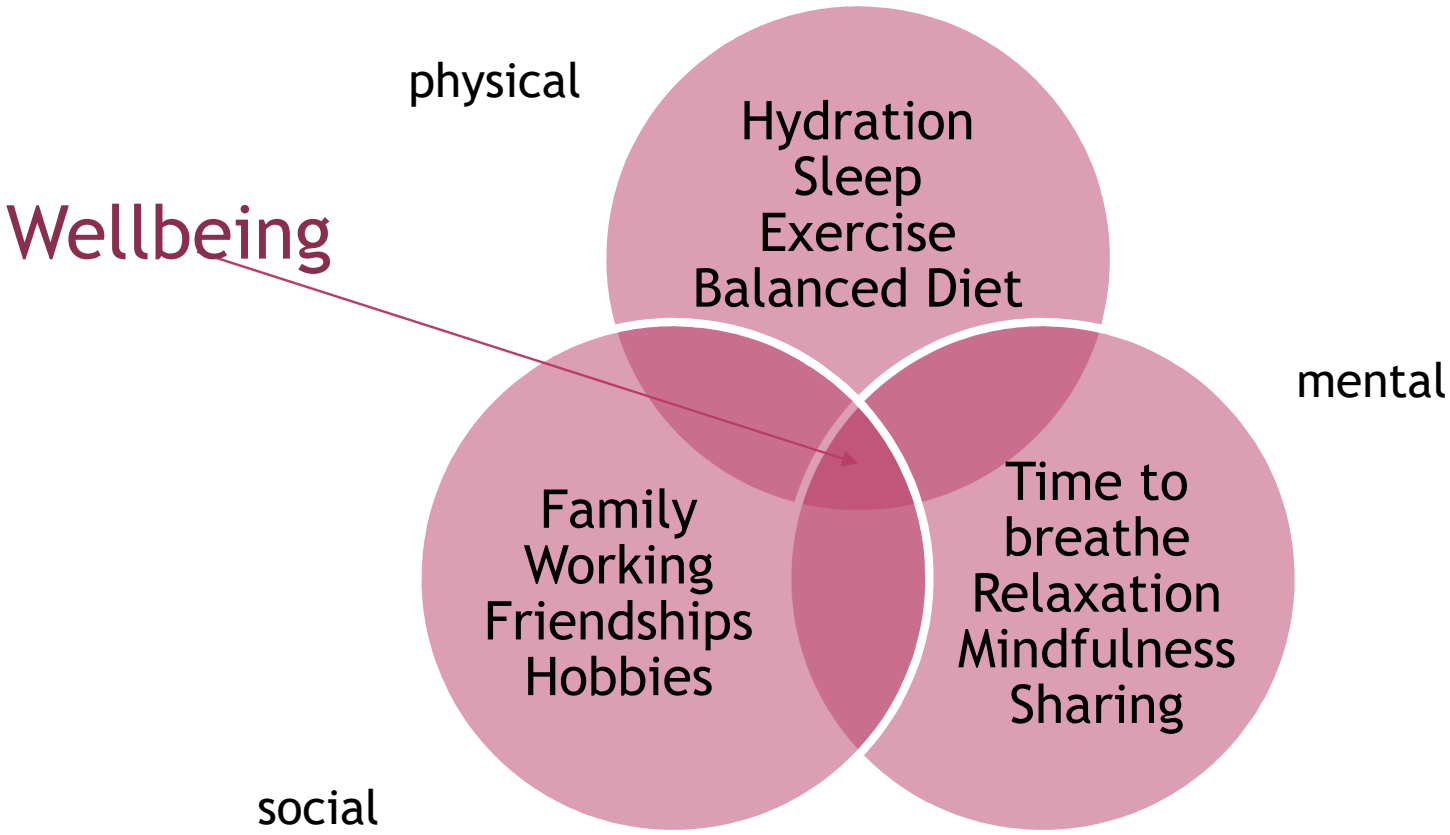


# WELLBEING AND MENTAL HEALTH

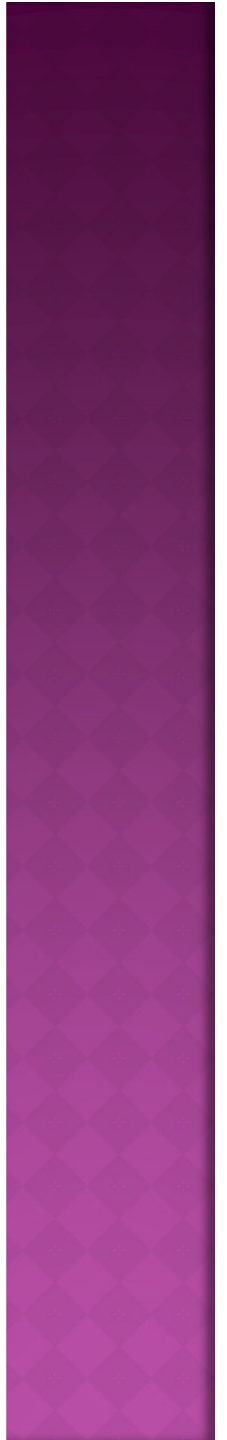
- ◉ We all have mental health and for most people, most of the time, our mental health is good



# THE WELLBEING TRIAD



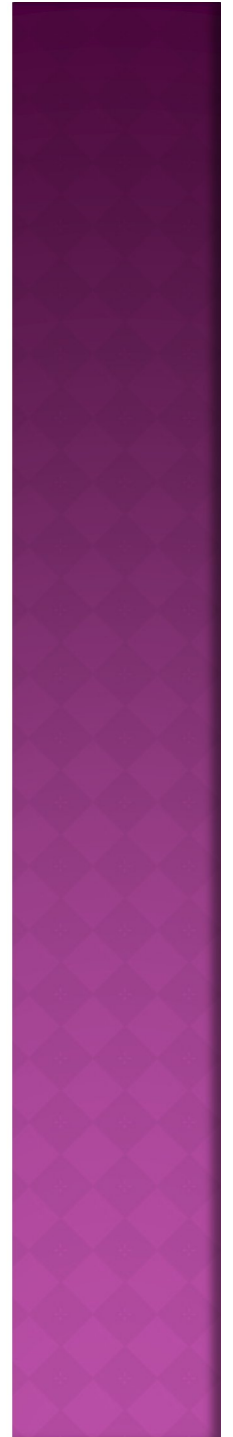
TO RESCUE...OR TO SWIM?





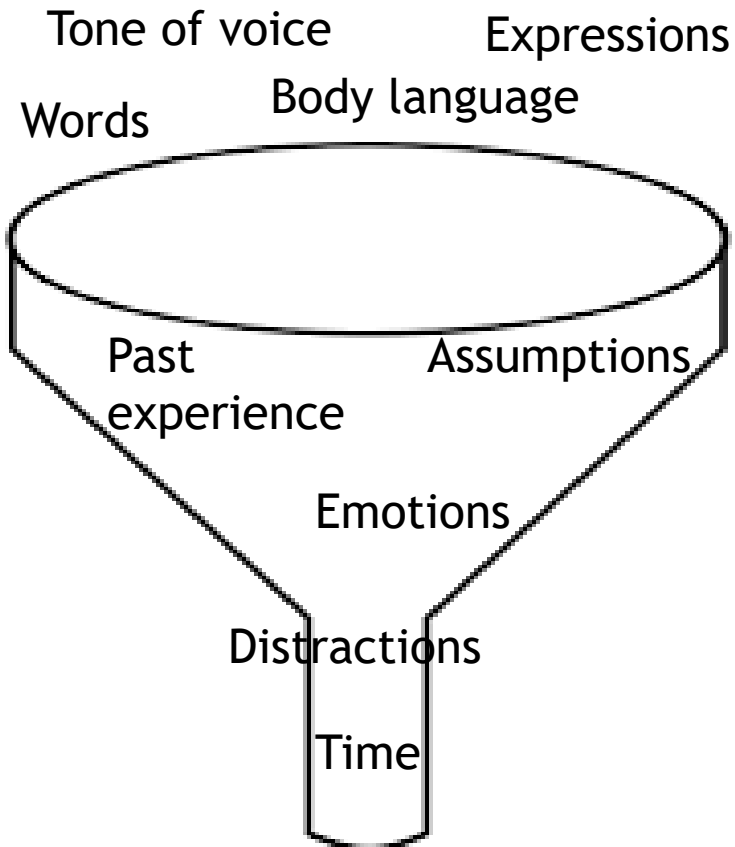
# HOW TO SWIM!

- ◉ Ethos of the individual child
- ◉ Behaviour policy
- ◉ Core Values
- ◉ Children's Learning Policy
- ◉ Child Whispering
- ◉ Daily Mile
- ◉ Forest School
- ◉ Philosophy
- ◉ Wishes and Feelings
- ◉ Resilience
- ◉ Sorry Board



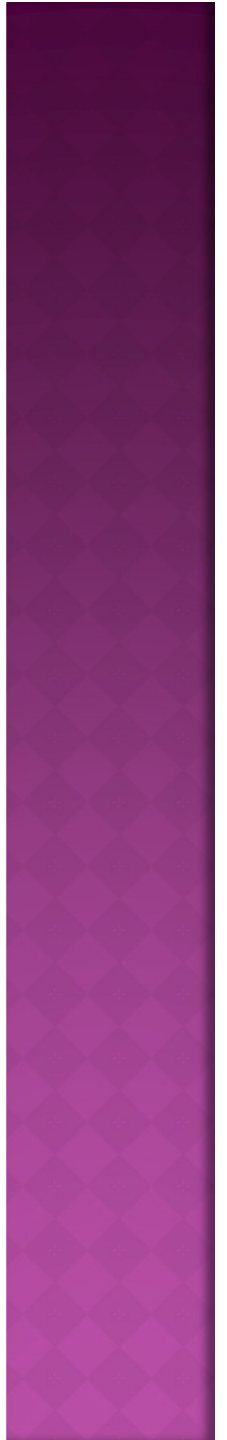
# COMMUNICATION BARRIERS

Speaker



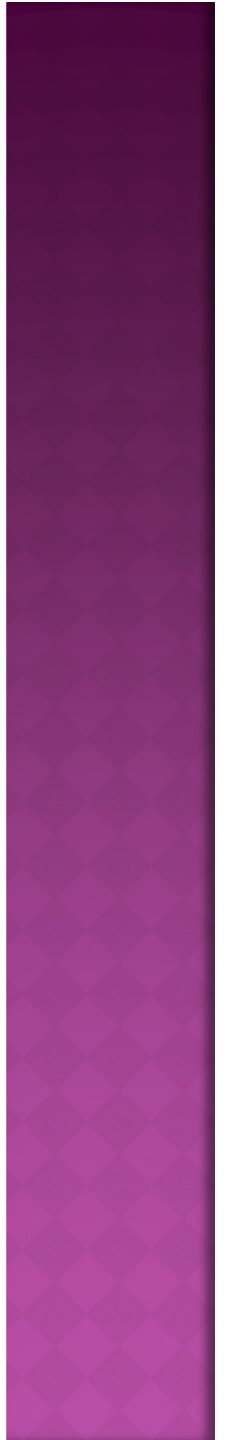
Listener

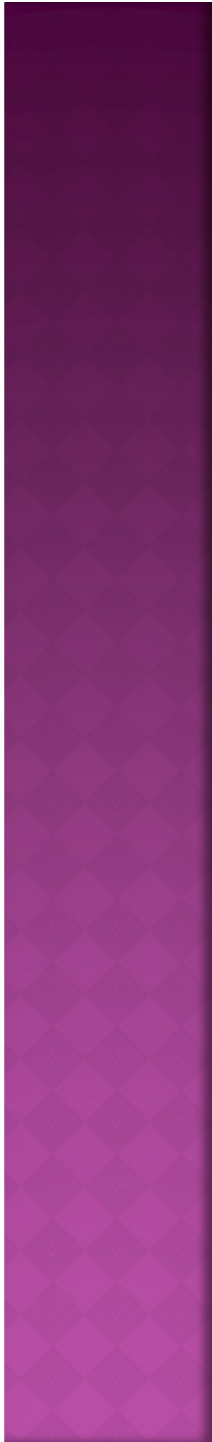
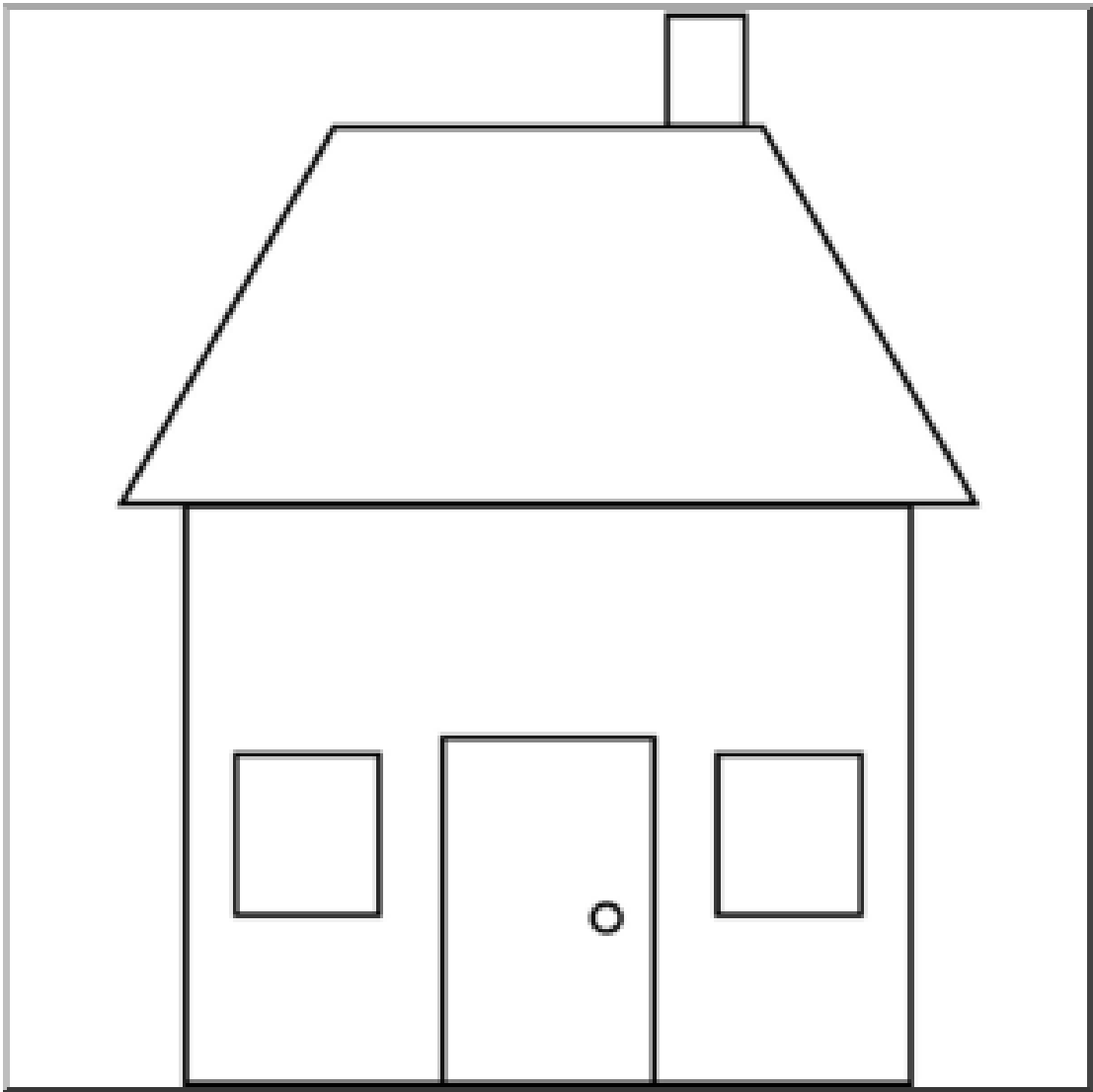
Interpretation of meaning



# A PIG OR A PANDA?

- ◉ Communication Activity





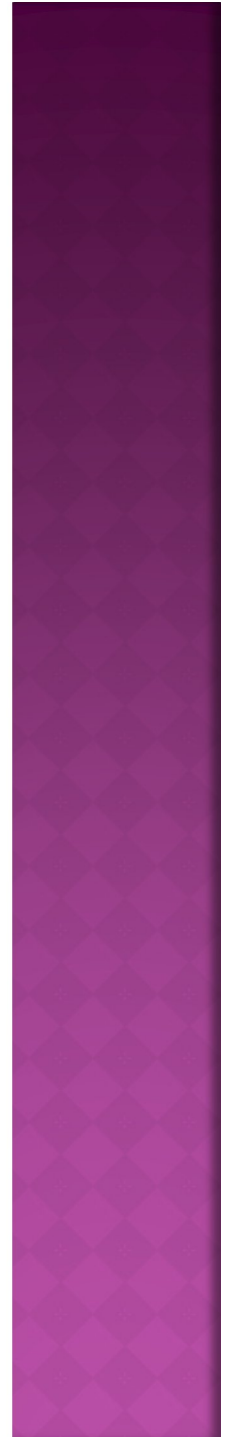
# EMPATHY

- ◉ Brene Brown on Empathy - video

<https://www.youtube.com/watch?v=1Evwgu369Jw>

<https://www.thersa.org/discover/videos/rsa-shorts/2013/12/Brene-Brown-on-Empathy>

- ◉ Put yourself in someone else's shoes - but wear your own socks.



# CHILD DEVELOPMENT

## Social/Emotional Changes

4 - 5 Years	6 - 8 Years	9 - 11 Years
<ul style="list-style-type: none"><li>• Interested in new experiences<ul style="list-style-type: none"><li>• Cooperates with other children</li></ul></li><li>• Increasingly inventive in fantasy play</li><li>• Negotiates solutions to conflicts<ul style="list-style-type: none"><li>• More independent</li></ul></li><li>• Views self as a whole person involving body, mind and feelings</li><li>• Often cannot distinguish between fantasy and reality</li></ul>	<ul style="list-style-type: none"><li>• Show more independence from parents and family</li><li>• Start to think about the future</li><li>• Understand more about their place in the world<ul style="list-style-type: none"><li>• Pay more attention to friendships and teamwork<ul style="list-style-type: none"><li>• Want to be liked and accepted by friends</li></ul></li></ul></li><li>• Show rapid development of mental skills</li><li>• Learn better ways to describe experiences and talk about thoughts and feelings</li><li>• Have less focus on one's self and more concern for others</li></ul>	<ul style="list-style-type: none"><li>• Start to form stronger, more complex friendships and peer relationships. It becomes more emotionally important to have friends, especially of the same sex<ul style="list-style-type: none"><li>• Experience more peer pressure</li></ul></li><li>• Become more aware of their own bodies and changes<ul style="list-style-type: none"><li>• Body image and eating problems are more likely</li><li>• Face more academic challenges at school</li></ul></li><li>• Become more independent from family</li><li>• Begin to see the point of view of others more clearly</li><li>• Have an increased attention span</li></ul>

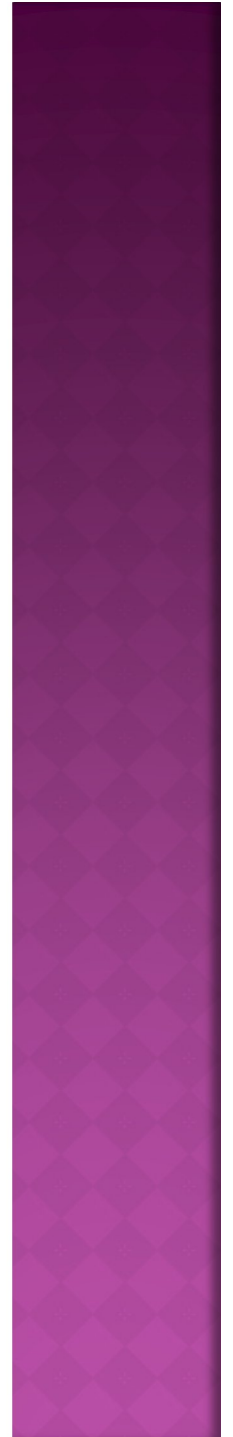
# MENTAL ILL HEALTH

- ACEs
- Adverse Childhood Experiences
- What happens to children, from birth - or before, can impact on their future
- How resilient children are, and what other protectors are in place, will positively affect their future



# DISRUPTIVE BEHAVIOUR AND MENTAL HEALTH

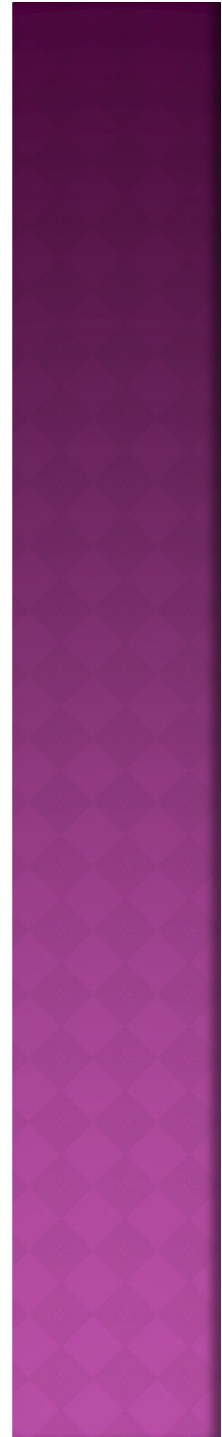
- ◉ Behavioural difficulties do not necessarily mean that a child has a mental health problem or a special educational need
- ◉ Only medical professionals should make a formal diagnosis of a medical health condition
- ◉ Schools are well placed to observe children day-to-day and identify when behaviours may point to a mental health problem





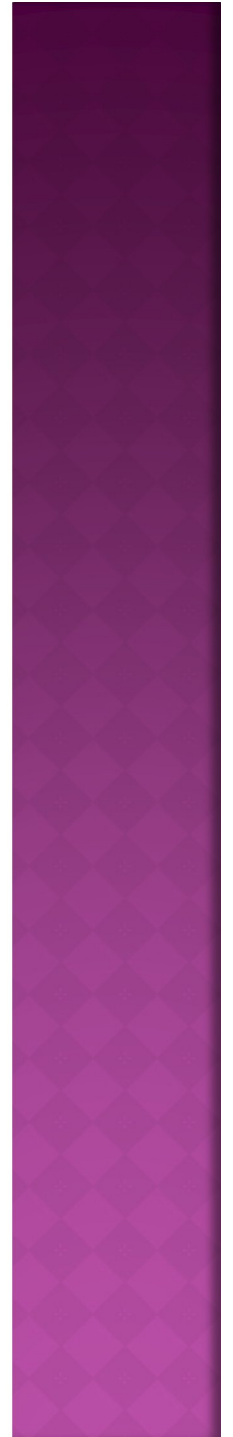
# RISK AND PROTECTION

risks	protection
<ul style="list-style-type: none"><li>• Parental conflict</li><li>• Bereavement</li><li>• Communication difficulties</li><li>• Physical illness</li><li>• Academic failure</li><li>• Inconsistent discipline</li><li>• Hostile relationships</li><li>• Abuse or neglect</li><li>• Discrimination</li><li>• Poor pupil/teacher relationship</li><li>• Homelessness</li><li>• Peer pressure</li><li>• Parental criminality</li><li>• War, disaster, overwhelming event</li></ul>	<ul style="list-style-type: none"><li>• Secure attachment</li><li>• Humour</li><li>• Problem solving skills</li><li>• Experience of success</li><li>• At least one supportive adult</li><li>• At least one friend</li><li>• Clear, consistent discipline</li><li>• A sense of belonging</li><li>• Positive peer influences</li><li>• Good housing</li><li>• Leisure activities</li><li>• Positive attitude</li><li>• Support for education</li><li>• Able to reflect</li></ul>



# COMMON MENTAL HEALTH ISSUES

- ◉ Anxiety
- ◉ Attachment
- ◉ Self harm
- ◉ Disordered eating
- ◉ Low mood/depression



# ANXIETY

- ◉ Physical signs activity
- ◉ Find ways to face the feared activity - with support
- ◉ Do not get drawn into the emotions, stay practical
- ◉ Ask: what has happened in this situation before?
- ◉ Help them to reflect
- ◉ Rate their anxiety
- ◉ Praise small steps

# ATTACHMENT

- ◉ An attachment bond refers to a relationship between a child and their primary caregiver that is formed in early childhood
- ◉ Many reasons for poor attachment
- ◉ ASD often wrongly diagnosed instead
- ◉ Learn how to respond to children's needs
- ◉ Engage with other adults in the child's life
- ◉ Help build children's ability to understand emotions, be resilient and confident

# DISORDERED EATING

- ◉ Know what a healthy weight is for your child. Neither being overweight nor underweight are healthy
- ◉ Young children can control very little, but they can control what goes in or comes out of their mouths
- ◉ Actively encourage a healthy relationship with food and a healthy body image
- ◉ Cook together, eat together

## SELF HARM, ANGER, LOW MOOD

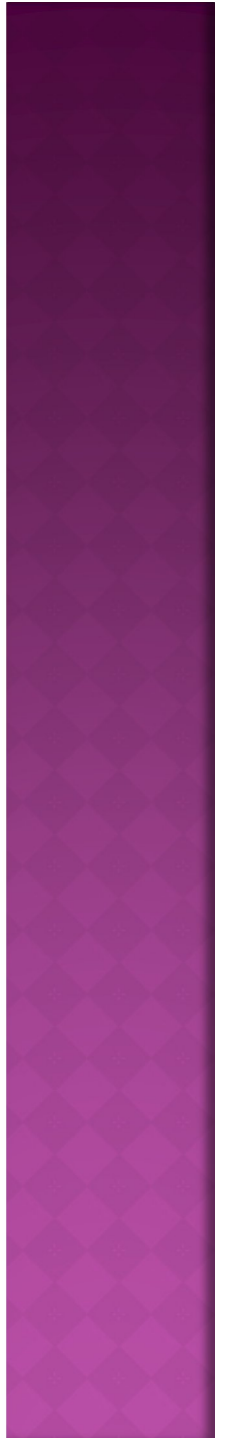
- ◉ As with protecting against any mental health issue, talk about feelings
- ◉ Name emotions and be clear about responses to them
- ◉ All feelings are ok, all responses are not
- ◉ Anger can be presented when another emotion is underlying it
- ◉ Decide strategies for getting negative feelings out
- ◉ Consider exercise, diet and sleep
- ◉ Put problems into perspective, use a scale

# REFERRALS

- ◉ Tier 1: Just One Number 0300 300 0123 (emotional support practitioners)
- ◉ Tier 2: Referral by GP or school for specialist input (waiting time)
- ◉ Tier 3: Emergency teams
  
- ◉ Consent/confidentiality

# SELF CARE

- ◉ What do you do to look after yourself?
- ◉ Bicycle wheels and stress buckets
- ◉ 20 Ways to Take a Break





# WHERE TO NEXT?

- ◉ Solihull Training Group?
- ◉ Anna Freud resources

