

CHILDREN'S MENTAL HEALTH

Spixworth Infant School Jan 2020

MENTAL HEALTH CHAMPIONS

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- ◉ 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

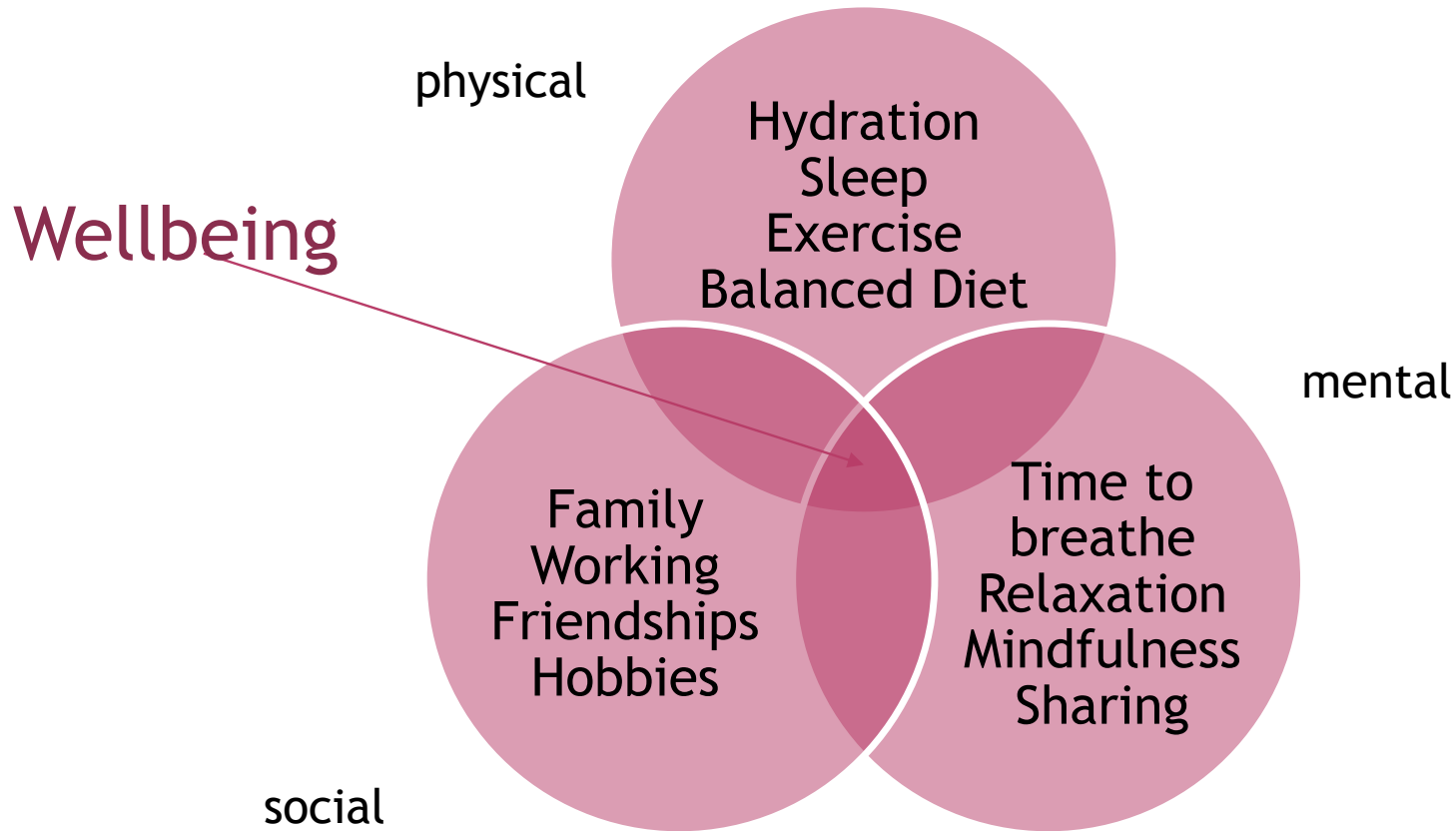
Children and young people say:

- ⦿ 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?

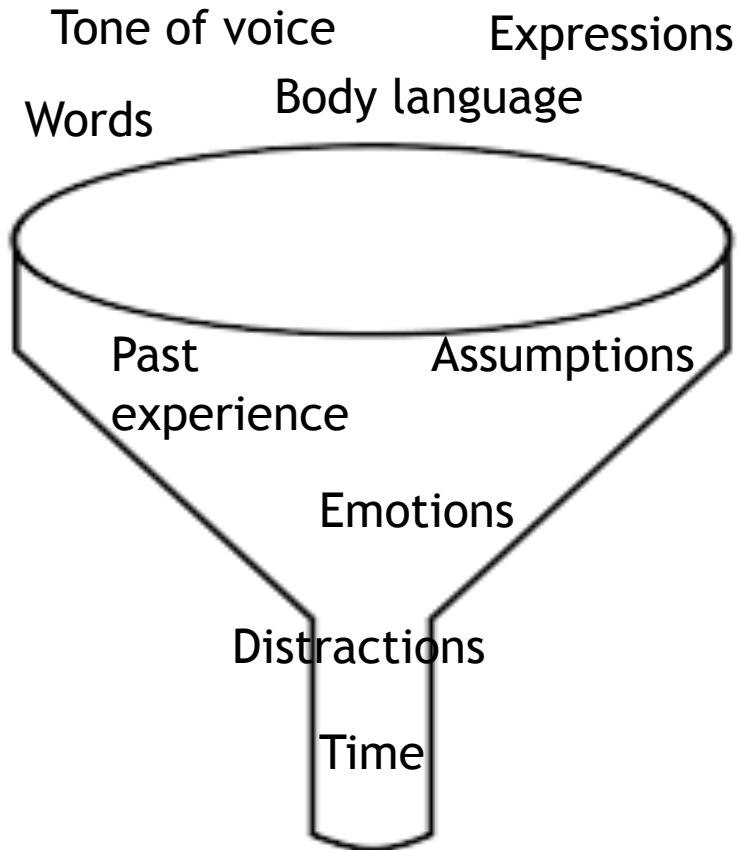


HOW TO SWIM!

- ◉ 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

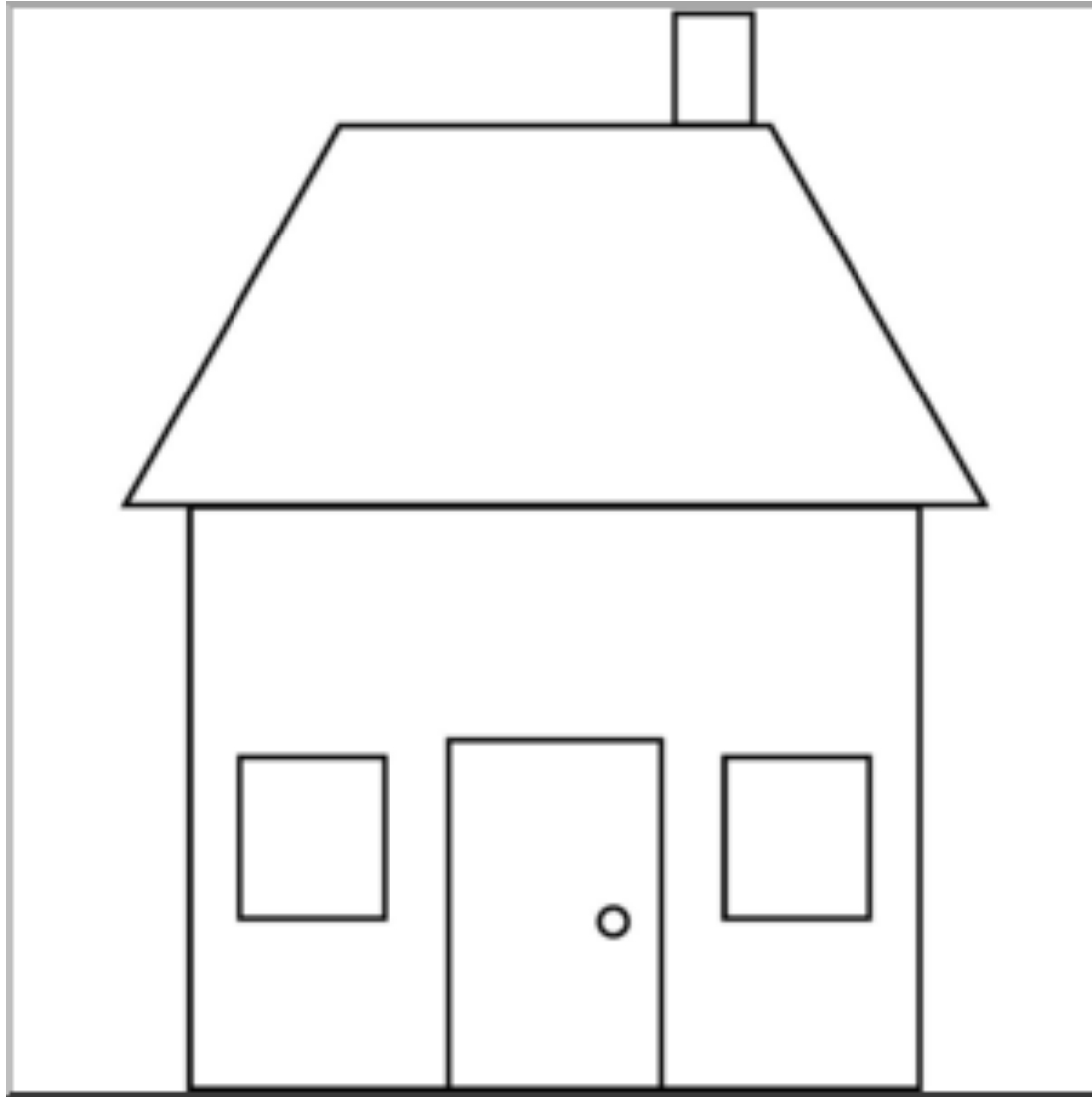


Listener

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

TIME

- For most children, well-being will be improved if their key adults spend time dedicated to them
- Draw around your child's hand. Ask them what 5 things they like doing with you. Record one on each finger. Plan time to do each of these things together.



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

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 Online Training:

<https://www.justonenorfolk.nhs.uk/>

- ◉ Anna Freud resources:

<https://www.annafreud.org/parents/>