



Mental Health Information Evening:

PROMOTING POSITIVE MENTAL HEALTH

Mr T Lissimore, Deputy Head

Ms R Atwell, Director of Sixth Form

Miss S Banner, Key Stage 4 Pupil Support Manager

**Slides updated: November 2018*

This evening

1 Introduction: Why mental health?

2 Encouraging boys to talk about mental health

3 Acting to promote positive mental health

4 Support in school

5 The school picture: advice and Q&A



Mental health

Mental Health Crisis?

- Shortage of money for frontline care (CAMHS)
- Very variable standards of care and thresholds across areas
- Growing reliance on schools to improve mental health outcomes for children

Our research finds that just over a quarter (26.3 per cent) of children referred to specialist mental health services were not accepted into those services in 2016-17. The percentage of referrals not accepted by specialist services increased significantly from 21.1 per cent in 2012-13 to 26.5 per cent in 2015-16 and has since levelled off.

Emily Frith, Access and waiting times in children and young people's mental health services (2017)

Mental Health Crisis?

- Shortage of money for frontline care (CAMHS)
- Very variable standards of care and thresholds across areas
- Growing reliance on schools to improve mental health
- **Increasing prevalence of anxiety (predominantly girls) and of self-harm**
- **Rise in children diagnosed with depression**

Why are we more worried?

- Teenagers are under “*unprecedented social pressure*” (Paul Jenkins)
- Technology has increased the challenge: cyber-bullying, etc.
- “Around the clock” social media
- Body image issues and expectations
- Current affairs – terrorism
- **Children’s awareness of mental health issues...?**

Researchers from the University College London (UCL) Institute of Education and the University of Liverpool have shown that 24% of 14-year-old girls and 9% of boys reported experiencing depression.

...Children were themselves asked questions about their depressive symptoms (“feeling miserable, tiredness, loneliness and self-hatred”)

Mental ill-health among children of the new century (UCL, 2017)

Institute of Education






UCL

Mental ill-health among children
of the new century

Trends

EveningStandard.

News Football Going Out Lifestyle SI   

Lifestyle > Health & Fitness

How parents can help a teenager with anxiety or depression

One in four girls have depression by the time they're 14, so it's time we put teen mental health on the agenda

LIZ CONNOR | Wednesday 20 September 2017 08:00 |  2 comments

Reasons to be positive

- Growing parity of esteem between physical and mental health
- Increased funding and political awareness
- Improved links between CAMHS and schools
- Mental Health First Aid Training for all schools
- Remarkable recent advances in mental health treatment
- **Much mental illness is curable**
- Adolescence... *plus ça change...*

"I see no hope for the future of our people if they are dependent on the frivolous youth of today, for certainly all youth are reckless beyond words... When I was young, we were taught to be discreet and respectful of elders, but the present youth are exceedingly disrespectful and unrestrained"

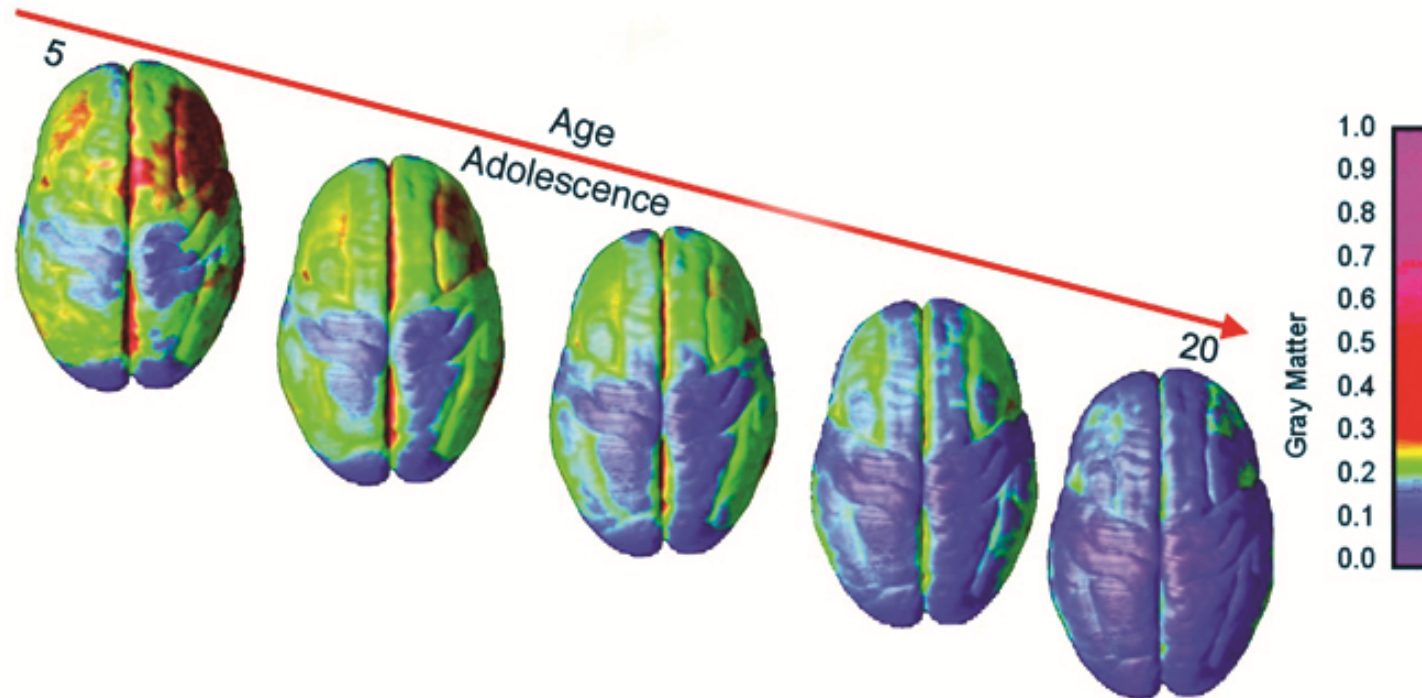
Hesiod, poet, c.650BC



Being a teenager

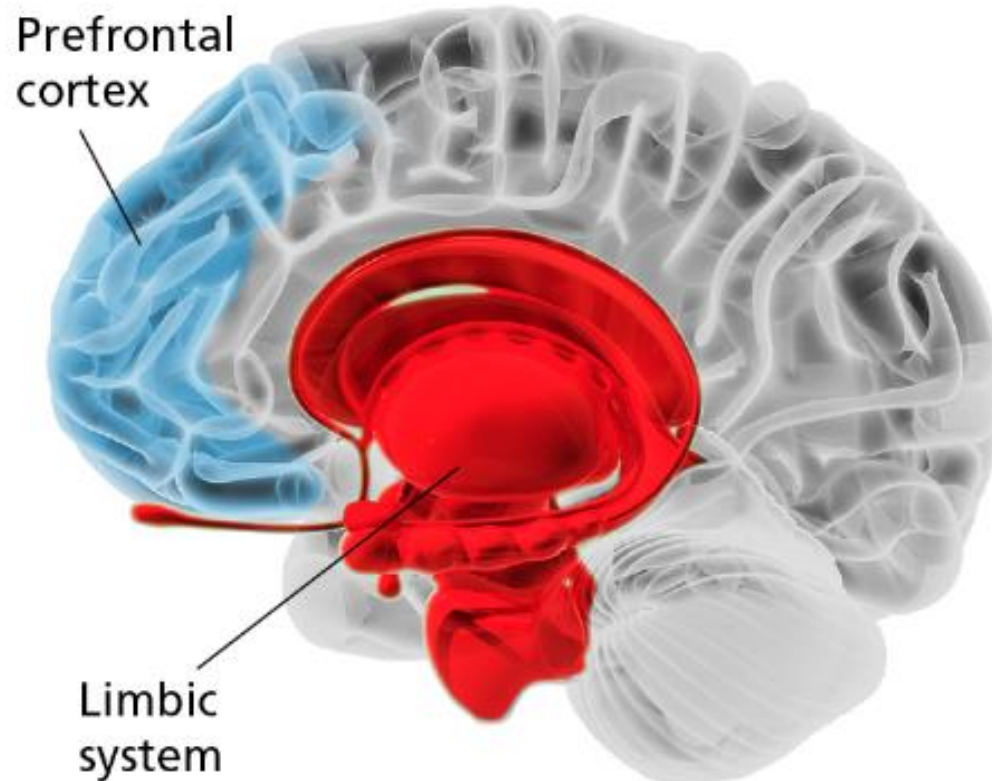
- Turmoil and confusion are necessary aspects of development in adolescence
- Adolescence is a transitional process, not a stage, with overlapping relationships and issues
- Physiological changes tend to precede psychological ones, teenagers can look more mature than they feel
- Parts of the brain associated with emotional reactions mature earlier than parts associated with 'executive functions'

Adolescent brain development



Heightened emotional responses caused by the hyperactive limbic system
versus
the (relatively underdeveloped) emotional control of the prefrontal cortex

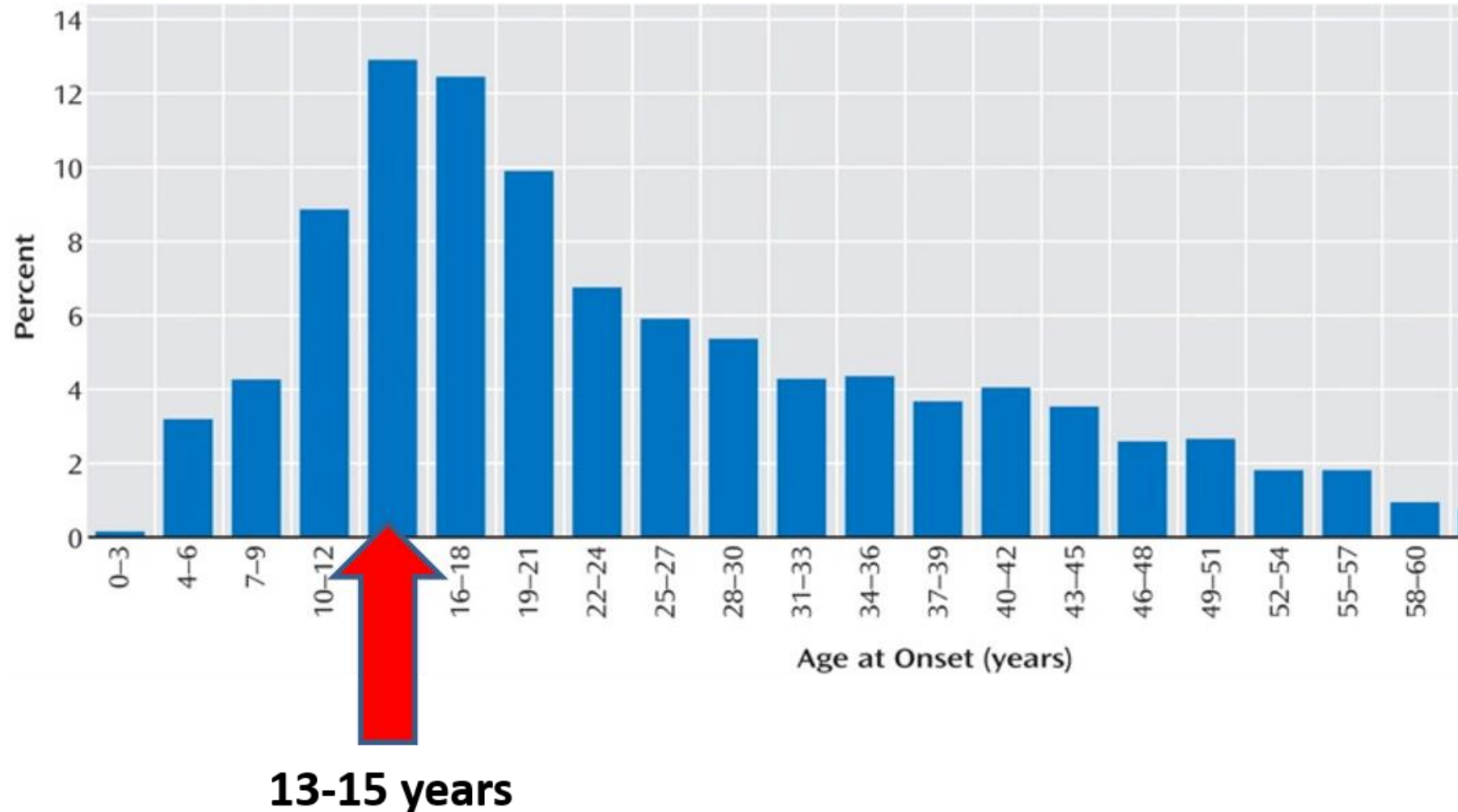
= impulsivity, risk-taking, lack of empathy, and conflict!



Typical teenage “mood states”

- Mood swings
- Anger / frustration / strong emotions
- Risk-taking behaviour
- Feeling low / sad at times
- Feelings of isolation / not fitting in
- Detachment from parents and challenging authority!
- Introspection

Age of onset of major depression



Indicators of a more serious problem

...which significantly interferes with his life:

- Persistent low mood or unhappiness
- Prevented from carrying out normal activities
- Not wanting to go out with friends
- Loss of interest in activities that he used to enjoy
- Significant problems with eating or sleeping
- Inability to feel pleasure in normally pleasurable activities

Other risk factors

- Stressors in the family context e.g. bereavement, illness or rows
- Unexplained physical symptoms – headaches, stomach aches, etc.
- Inconsistent discipline or boundaries
- Parents mental health
- Relationships with peers

Summary

- **Severity.** The more pronounced these symptoms, the more likely that the problem is serious and not a passing mood.
- **Duration.** Any notable deterioration in behaviour or mood that lasts two weeks or longer, without a break, may indicate a bigger problem
- **Domains.** Problems noticed in several areas of a teenager's functioning — at home, in school, and in interactions with friends — may indicate a disorder rather than a bad mood related to a particular situation.

Encouraging boys to talk about mental health

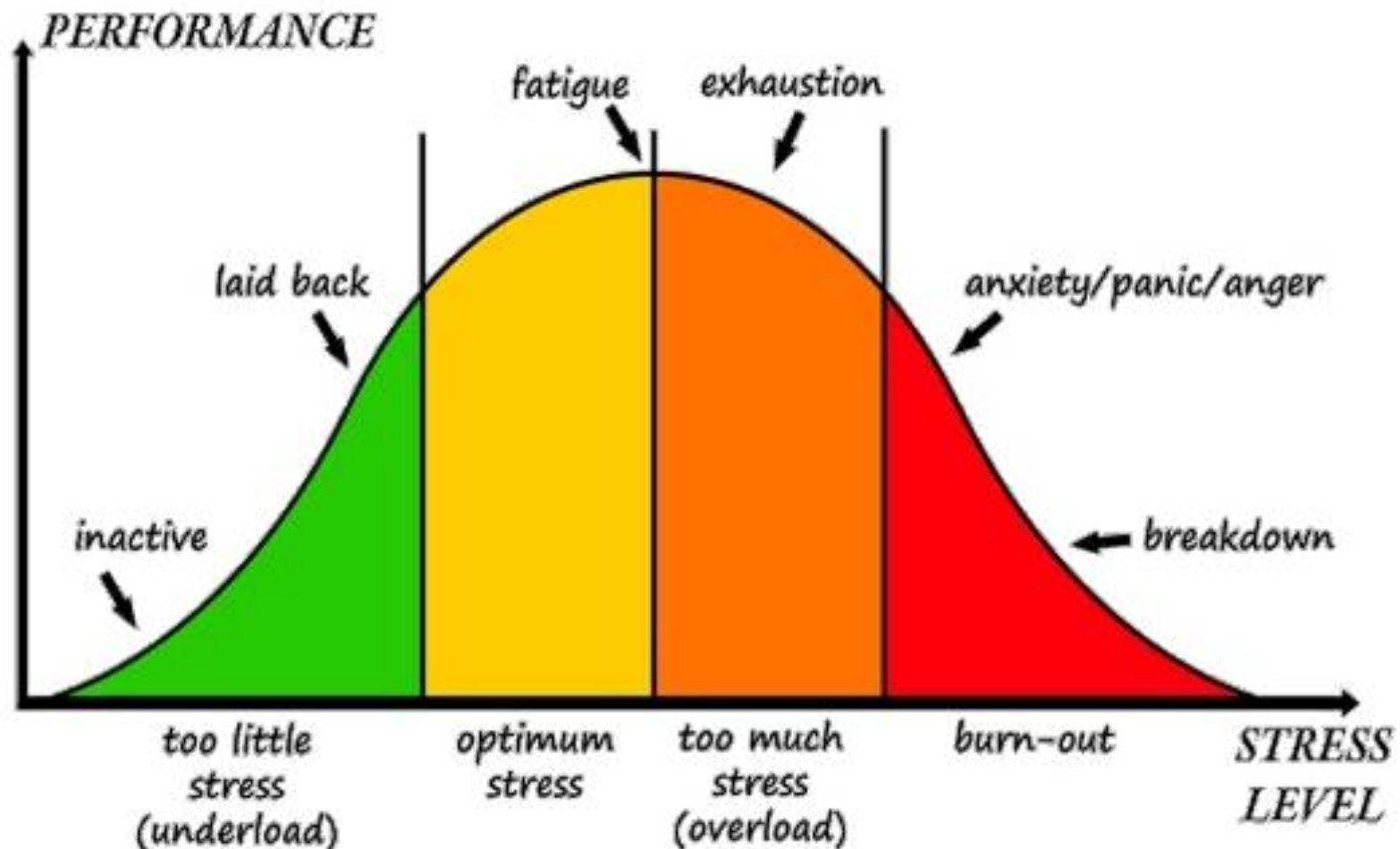


Our Aim

To actively promote the mental wellbeing
of all students rather than simply
responding in a crisis

**How do we show students that
mental health is relevant to them?**

The Stress – Performance Curve

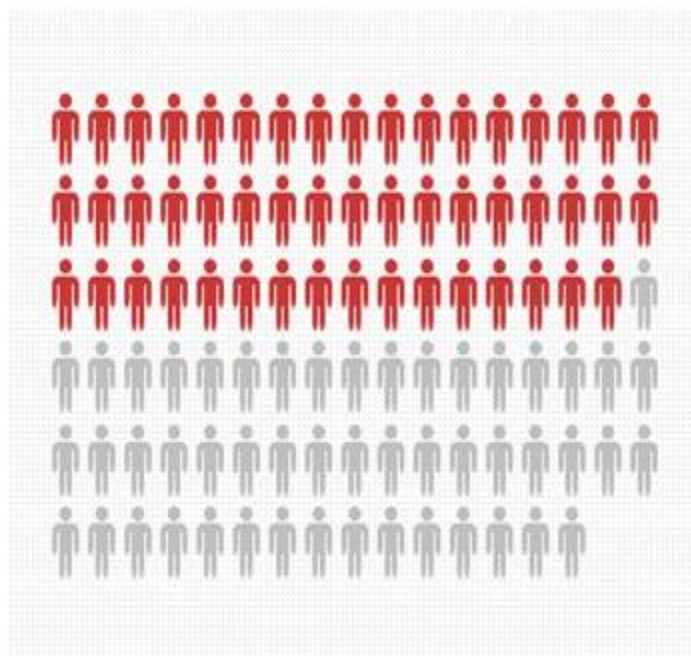


Key Statistics

- 1 in 4 people will suffer from depression or another mental health issue at some point during their lives
- The most common condition seen by GPs in appointments is high blood pressure. The second most common is depression
- According to the World Health Organisation, the number 1 cause of illness and disability in teenagers worldwide is depression

At Age 14

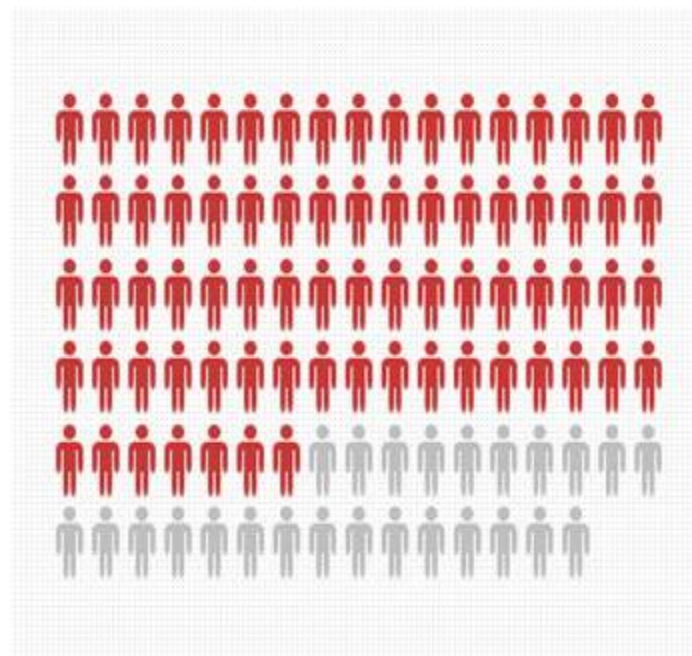
50% OF LIFETIME MENTAL ILLNESS (EXCLUDING DEMENTIA)
STARTS BY AGE 14



Started Mental Illness Not Started Mental Illness

By Mid Twenties

75% OF LIFETIME MENTAL ILLNESS (EXCLUDING DEMENTIA)
STARTS BY MID TWENTIES



Started Mental Illness Not Started Mental Illness

Source: Kim-Cohen et al, 2003; Kessler et al, 2005; Kessler et al, 2007

**Acting to promote
positive mental health**

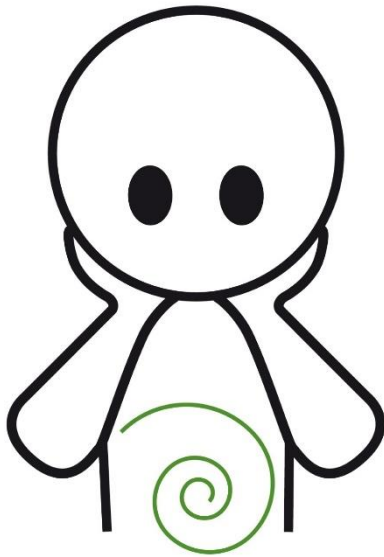
Boosting mental health

- **Learn** about mental health and conditions using case studies (positive outcomes!)
- **Challenge** negative thinking / unrealistic expectations / ‘catastrophising’
- Increase pupils’ skill at **looking out for each other** and spotting problems

Boosting mental health

- Provide a **safe place** to share experiences of fear and anxiety
- Avoid transferring our own **anxiety**
- Focus on **empathy** rather than **introspection**
 - Co-curricular
 - Volunteering, social
 - Text to Connect / Random App of Kindness

Unsafe ways of dealing with emotions



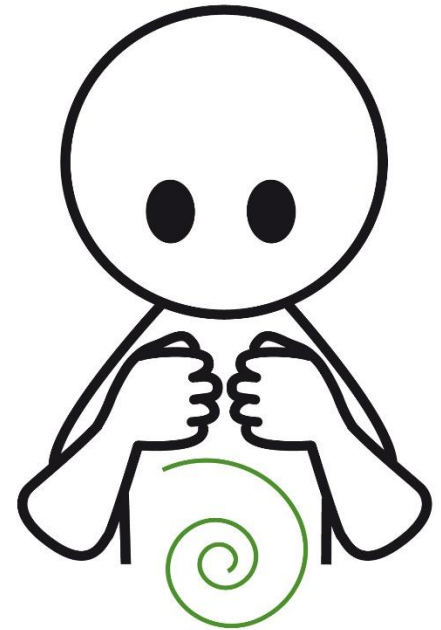
Withdrawing

Hiding away; we may become depressed, or feel paralysed or helpless.



Acting Out

Being taken over by the feelings, often losing control altogether - yelling. Being violent.



Bottling Up

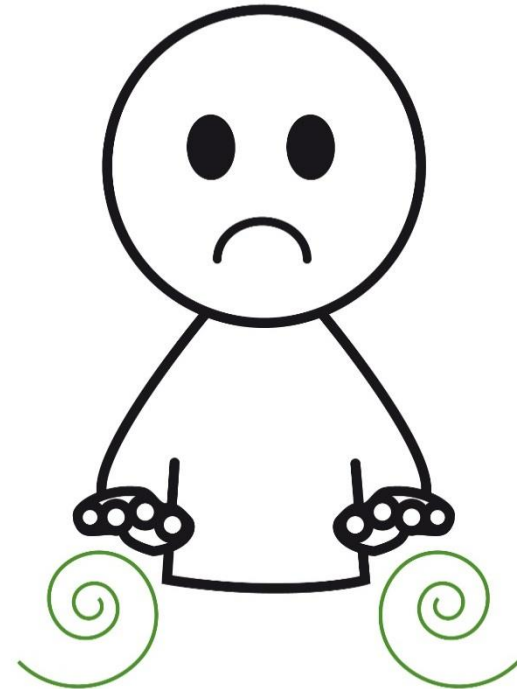
Holding the feelings inside us; we may become so pressurised we eventually explode.

Unsafe ways of dealing with emotions



Dumping

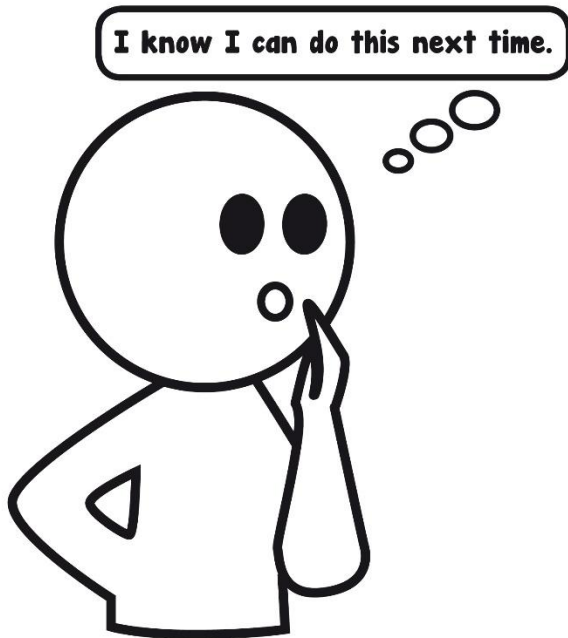
Blaming others for the way we feel;
handing over responsibility for our
feelings to others.



Suppressing

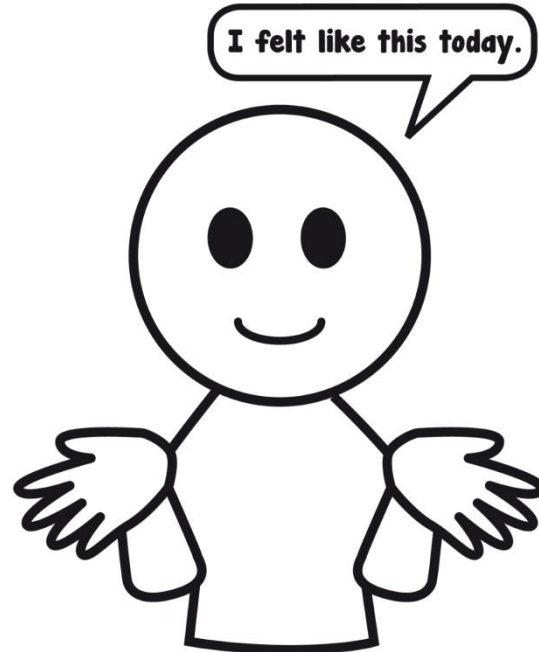
Locking our feelings away,
burying them, removing them from
our conscious awareness.

Safe ways of dealing with emotions



Reflecting

Accepting our feelings without being overwhelmed by them, thinking about them, reframing and resolving them.



Expressing

Letting the feelings out: acknowledging them to ourselves, talking, taking safe action (e.g. crying).



Letting Go

When we have taken notice of the messages our feelings bring, we can release them.

Five 'learnable' skills of resilience

- Emotional awareness – ability to identify what you are feeling and manage feelings appropriately
- Impulse control – tolerate ambiguity and not rush decision making
- Empathy – read and understand other peoples emotions
- Self-efficacy – confidence in your own problem solving abilities – know your strengths and weaknesses
- Reaching out – **willingness to try things and view failure as part of life**



Samantha Banner
KS4 Pupil Support
Manager



Virginie Renaut
KS3 Pupil Support
Manager

What do we do?

“monitor and support a range of pupils and help to improve the progress of potentially vulnerable groups within the school”

Tutors, Heads of Year and PSM

- Tutors see their tutees daily and the best for spotting patterns of attendance, lateness and even fatigue or moods.
- HOYs then can spot patterns over results, behaviour log entries and address on-going and persistent issues.
- PSM can deal specifically with issues surrounding the students' self-esteem and mental health as well as sleep patterns and time-management.

Pupil Support Manager

- *Speak to and support students who have:*
 - *Been referred in the **past to CAMHS or school nurse/counsellor***
 - *Been referred to me **by Heads of Year***
 - *Been referred to me **by classrooms teachers***
 - ***Directly approached me***
- Practical help
- Communication and gathering information between all teachers and the HOY
- Work alongside certain boys to plan time, sleep or homework
- Organise 'time out'
- Co-ordinate with HOYs and teachers to re-adjust timetables if required.

School Nurse

- Has been introduced to the students
- A drop-in service in the foyer at lunchtime
- Referrals in private meeting rooms
- Discreet – students can be told about appointments without other students being aware
- Can then refer if there is a problem to counsellor or CAMHS

Counsellor

- Private and discreet meetings, managed around student's timetable
- Usually confidential
- More specific issues than the nurse.

Jumpstart and Off the Record

- Outside agencies for young people with questions or worries about mental health.
- We can help them make self-referrals and advise them accordingly.
- **Off the Record** is based in Croydon, Merton and Sutton.
- **Jumpstart** is based in Sutton.
- Both are free, confidential service, offering counselling to young people.

Mentors

- Older students who can listen and offer advice to younger students.
- Chosen specifically for each student.
- Are able to offer a peer advisory service – an empathetic ear from someone who has experienced something similar.

FRIENDS for Year 10

FRIENDS is a cognitive behavioural program designed to combat anxiety and depression by teaching specific life skills.

“up to 80% of children showing signs of anxiety disorder no longer display that disorder for up to six years after completing the program.”

For children who are not clinically anxious, FRIENDS significantly increases their level of self-esteem while reducing their feelings of worry and depression.

DISCOVER

programme for Sixth Form



**WANT TO BEAT
STRESS AND
WORRY?**

Come to a one-day workshop and
learn techniques that will help you to:

- ✓ Improve concentration
- ✓ Deal with work overload
- ✓ Relax and get a good night's sleep
- ✓ Handle fears and worries
- ✓ Feel less tense and panicky

**Is the workshop
right for me?**

Come along to an information
meeting on Wednesday 5th
November, where you can meet
the DISCOVER team and ask
any questions.

DISCOVER
10-12 PM ONE DAY WORKSHOP

Assemblies and PSHE

- Mental health is often discussed.
- We also tackle areas that might affect the students' mental health, such as LGBT issues and stress or anxiety associated with relationships, workload and sleep.
- Pride Society

How can you help?

- Let us know about any changes at home
- Please speak to us if you have any concerns about your students' sleep patterns, workload, friendship issues or social media usage.
- We are in a good position to see their interactions with many different adults and peers and can gather together information for a full picture.
- We can act more quickly to help a student if we have a fuller picture.

Identifying risk: the school's perspective

- Sudden or progressive deterioration in academic performance
- Persistent lateness or absence
- Change in appearance – unkempt, weight change, decline in personal hygiene
- Comments about interest in extreme, harmful or risky behaviour
- Appearing unusually tired
- Ceasing to join in with sporting, social, cultural activities which were known to be important
- Obsessive attitude towards work, unwarranted fixation on failure
- Change in mood and communication, aggressive, downcast, overly emotional

Developments

- Two tutors per form for closer monitoring
- Pupil support managers appointed in each Key Stage – particular focus on the ‘vulnerable’
- The Lower School
- Enhanced welfare focus for Sixth Formers
- Pupil voice
- Staff training
- Parents’ workshops and extensive focus on e-safety issues...

What more?

- Focussing the attention of teaching staff on mental health issues: emphasising Mental Health First Aid
- Identifying and analysing boys who 'fall through the cracks'.
- Ensuring fairer provision of support for boys regardless of where they live in London.
- Talking about mental health with the boys, including via assemblies (Head).
- Identifying and supporting boys at risk of developing mental health problems.

Exam / academic pressure

- **“Straight A student” (literally) no longer exists!**
Avoid unrealistic expectations / pressure
- Confront fear of failure
- Constant support and encouragement

Who can help?

- School nurse (school)
- Counsellor (school)
- Educational Psychologist (school)
- Clinical Psychologist (school)
- GP
- Local child counselling service
- Child Psychiatrist

Survey Monkey questions

- Obsession with Youtube and following vloggers and bloggers
- Stimming
- Self-harm
- Discipline and boundaries
- Mindfulness

Final words of advice

- **Talk** to your son and **reassure** him that anxiety is normal

When you said you hated Molly, you looked really angry.

What was making you so cross?

When you can't get to sleep, is there anything in your mind making you worried?

- ...But **don't transfer** anxiety or make your son feel that he is responsible for your feelings.

<https://youngminds.org.uk/find-help/for-parents/parents-survival-guide/>

YOUNGMiNDS

ABOUT US ▾

TRAINING ▾

RESOURCES

SHOP

BLOGS

CONTACT US ▾

MY BASKET 

Find Help ▾

Get Involved ▾

What We Do ▾



Parents Helpline

Donate

You are here: [Home](#) / [Find Help](#) / [For Parents](#) / [Parents Survival Guide](#)



Parents Survival Guide

Parenting isn't always easy. Although it's often amazing and rewarding to watch your children grow, and to help them learn to be independent, it can also be really hard work.

[You and Your Child](#)

[Helping Your Child](#)

[Looking After Yourself](#)

