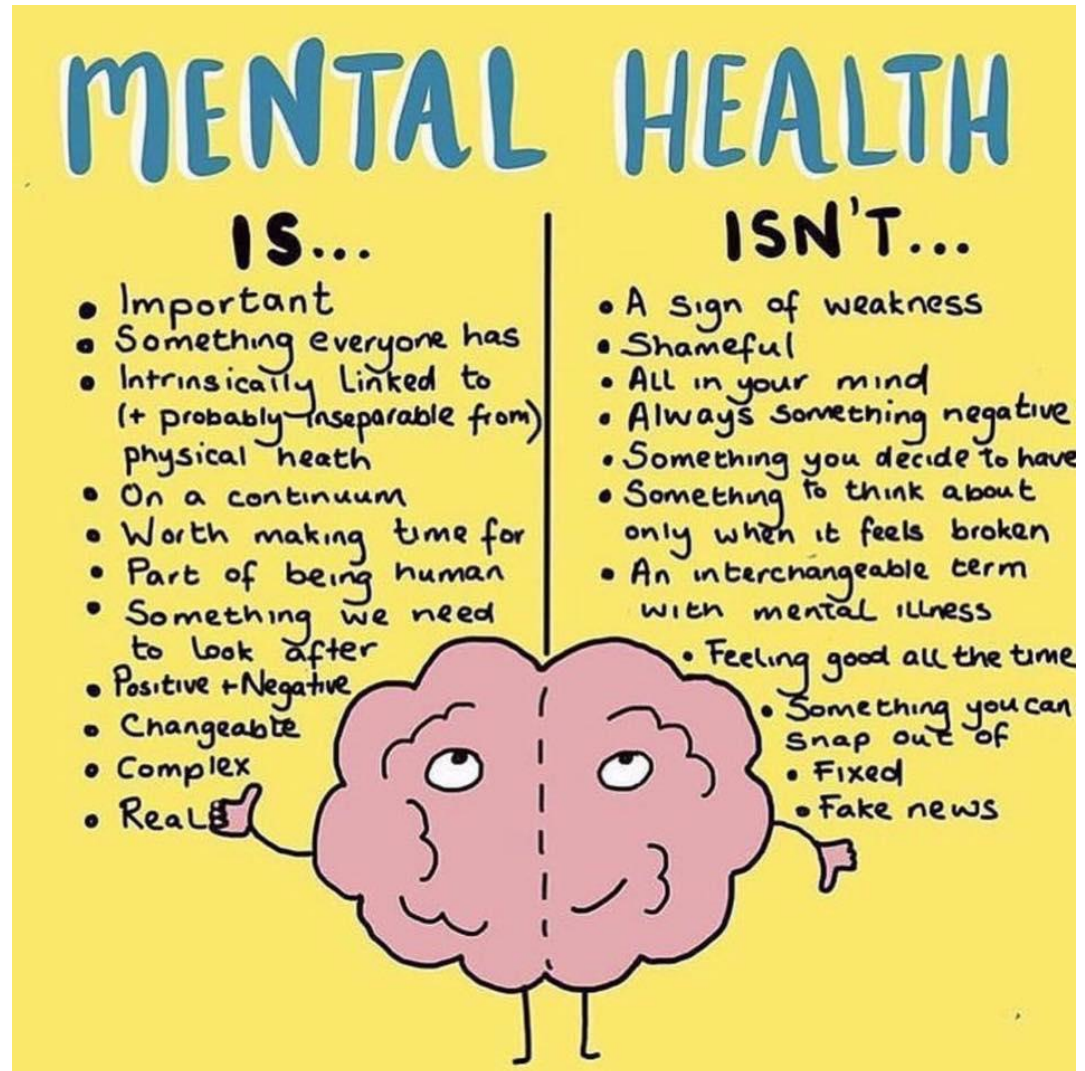


Welcome to the Child Mental Health Information Session

8th February
2023



How do we support Child Mental Health at Longleaze?

- Teach all children the understanding and strategies that will help them become mental healthy for the future.
- Mental Health First Aid – school based ELSA support and intervention / for pupils showing signs of poor mental health.
- Mental Health support team and School.
- CAMHS (Child and Adolescent Mental Health Services) - NHS services that assess and treat young people with emotional, behavioural or mental health difficulties.



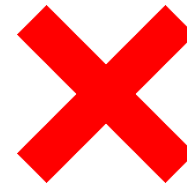
Emotional Intelligence

The key to good mental health is emotional intelligence.

Emotional intelligence is:

- R**ecognizing emotions in self and others
- U**nderstanding the causes and consequences of emotions
- L**abeling emotions accurately
- E**xpressing emotions appropriately
- R**egulating emotions effectively

Help children to understand that feeling emotions is ok.



“There’s no point in being angry!”



“I can see you are angry. I would be too. Let’s use some strategies to help us calm down.”

Emotional Thermometers

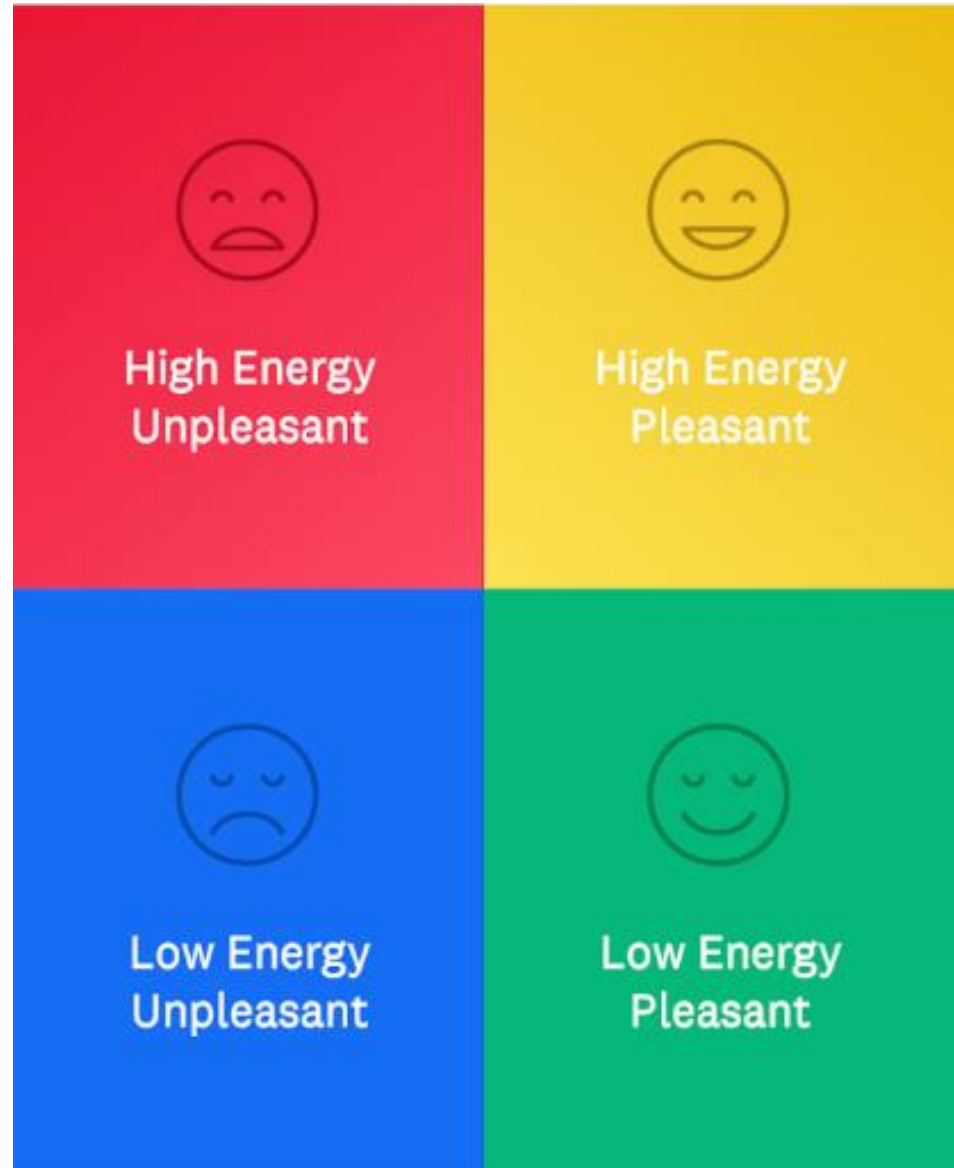


These are useful for helping children label their emotions but don't really help them **recognise** and **understand** the impact of their emotions.

The Mood Meter

The Mood Meter helps children recognise and understand emotions based on the effect they have on their bodies.

Recognise,
Understand
Label



Main Mood Hormones

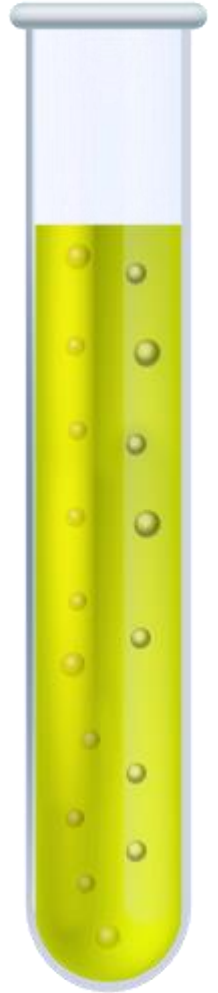
Energy



Adrenaline



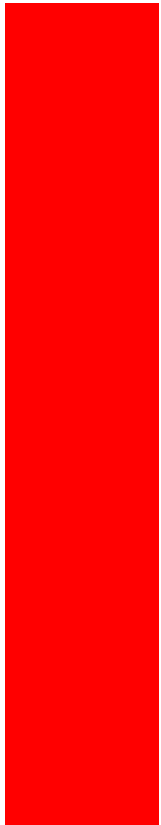
pleasantness



*dopamine
serotonin*

What type of emotions might cause this?

Energy



Adrenaline

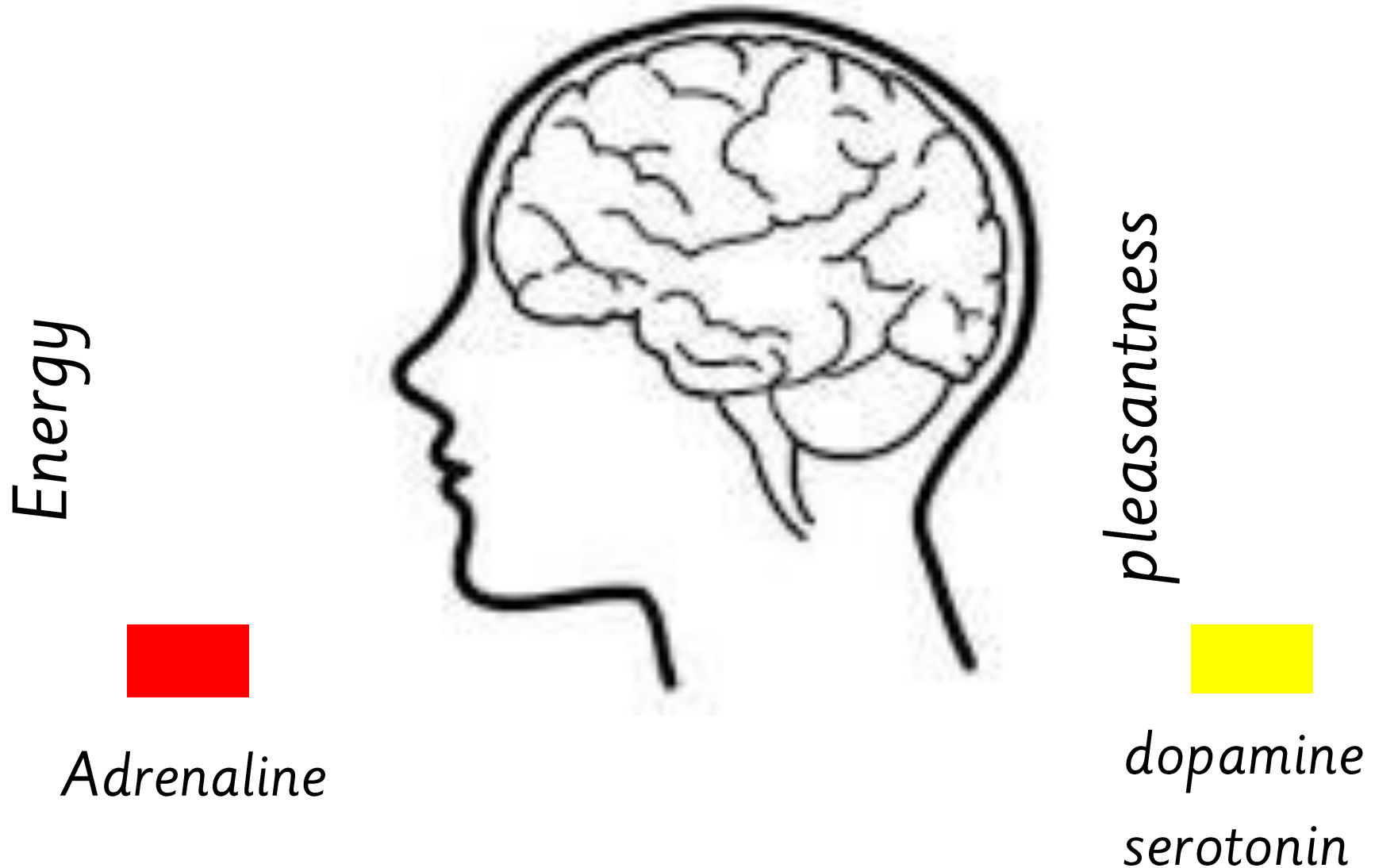


pleasantness



dopamine
serotonin

What type of emotions might cause
this?

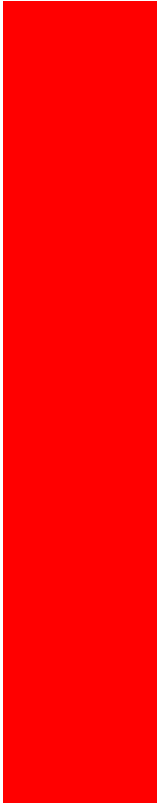


What type of emotions might cause this?



What type of emotions might cause this?

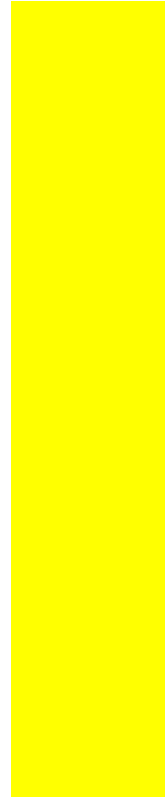
Energy



Adrenaline



pleasantness

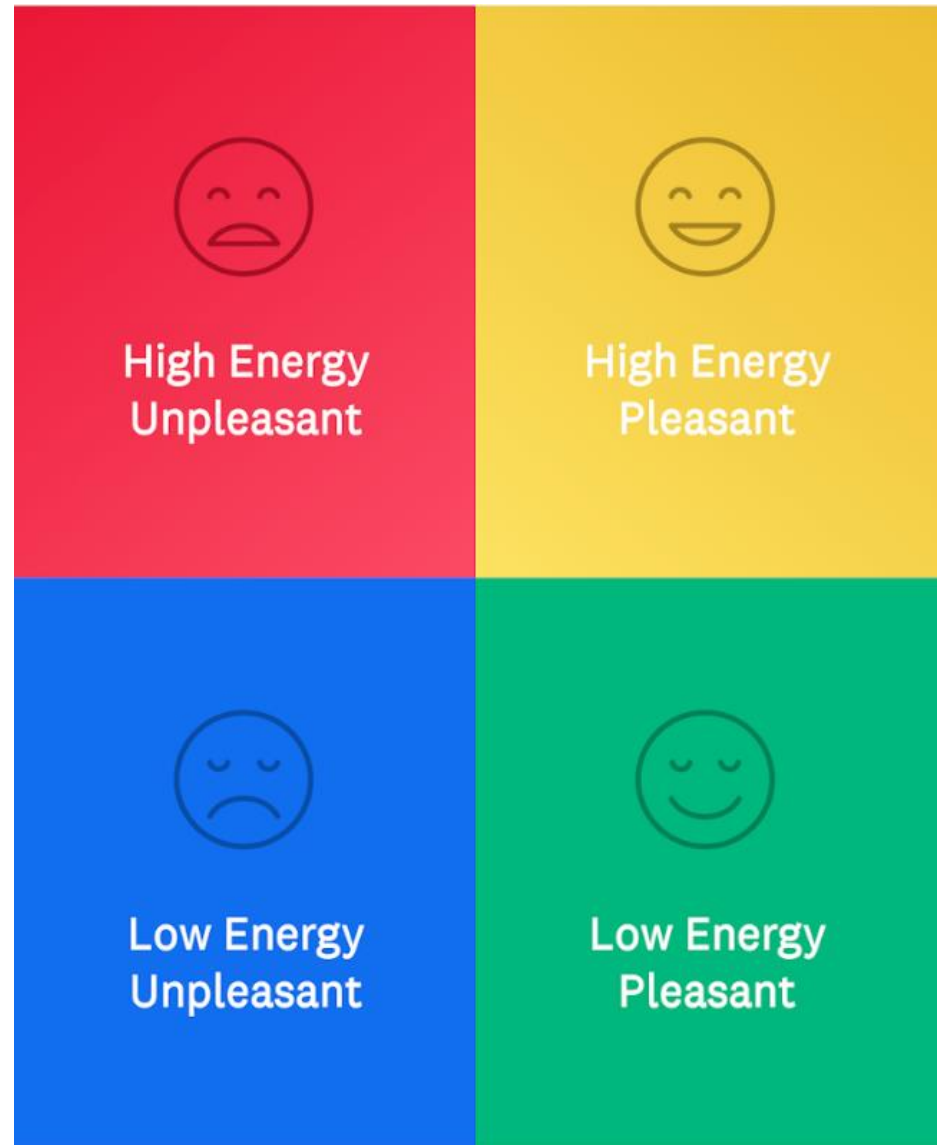


*dopamine
serotonin*

The Mood Meter

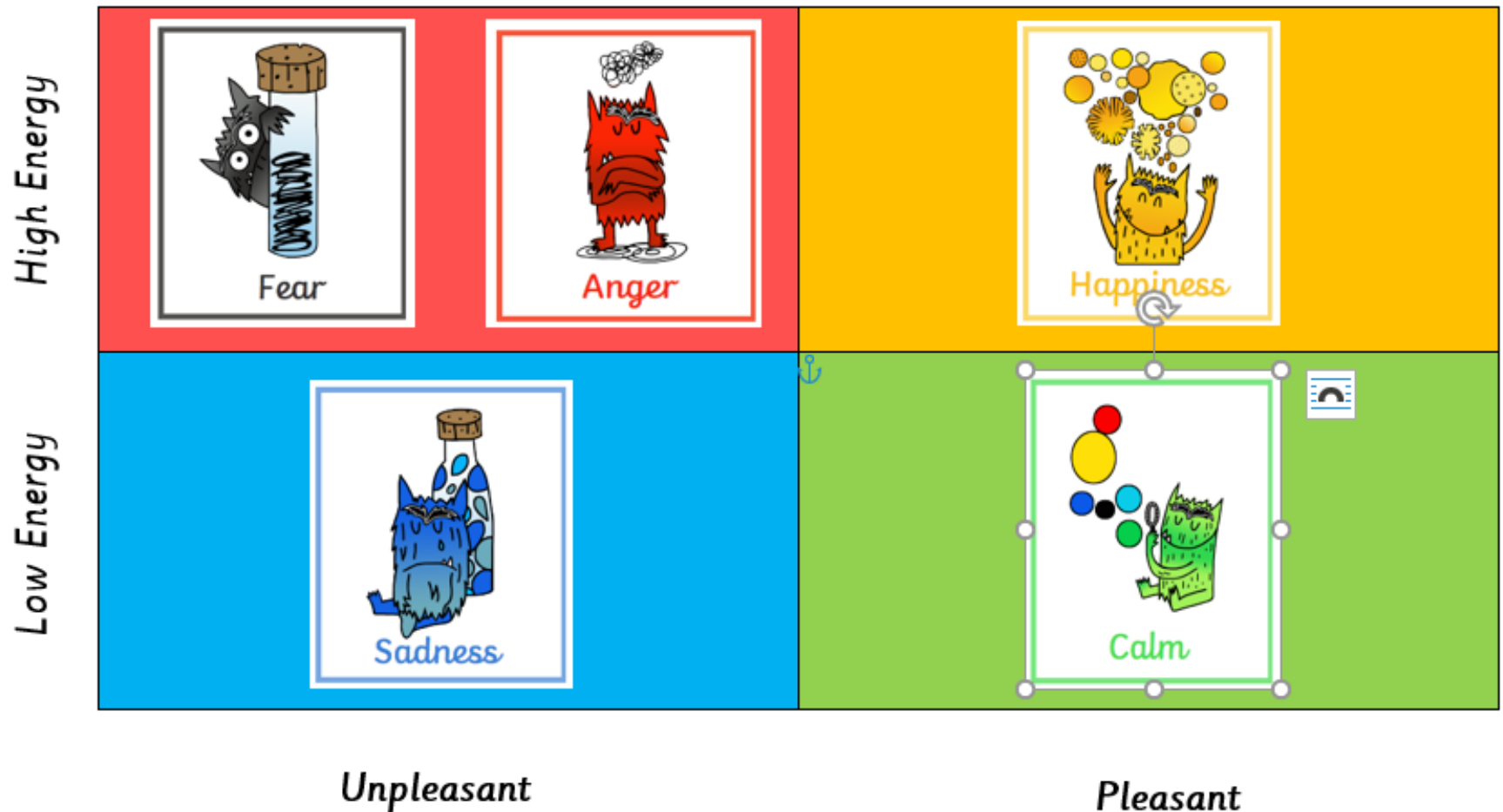
The mood meter helps pupils to understand and label their emotions through the effect they have on their body.

Emotions are placed in to one of 4 zones.

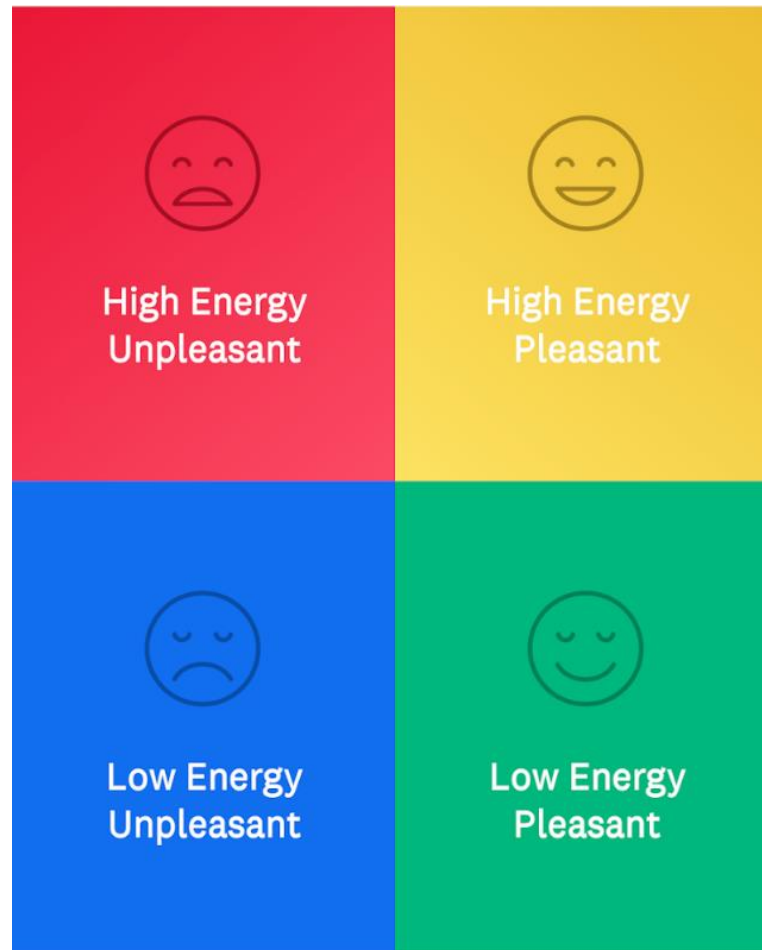


The Mood Meter in EYFS and KS1?

Mood Meter



Sort the Emotions



The Mood Meter at UKS2

Mood Meter

High Energy	panicked	stressed	shocked	hyper	excited	ecstatic
	furious	angry 😡	tense	pleased	happy 😄	joyful
	terrified	frightened	worried	at ease	proud	motivated
Low Energy	miserable	disappointed	down	satisfied	safe	loved
	bored	sad 😞	tired	thoughtful	calm 😊	proud
	hopeless	lonely	exhausted	relaxed	peaceful	cosy

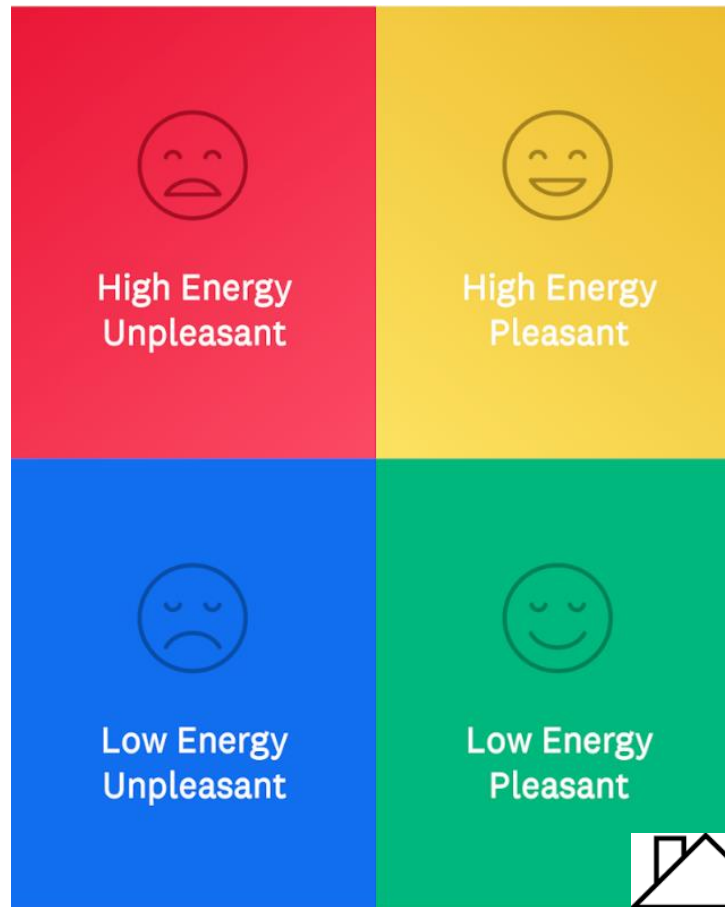
Unpleasant Pleasant

When is it good to be in different zones?

When we feel passionate about something we want to fight for.

When we are in danger.

When we are feeling empathy for others.



When we are trying to motivate others.

When we need to focus.

When we are working under pressure.



All Emotions Matter

Yale Center for Emotional Intelligence: Mood Meter Overview



Yale *Center for Emotional Intelligence*

Pause (k)



0:06 / 1:45

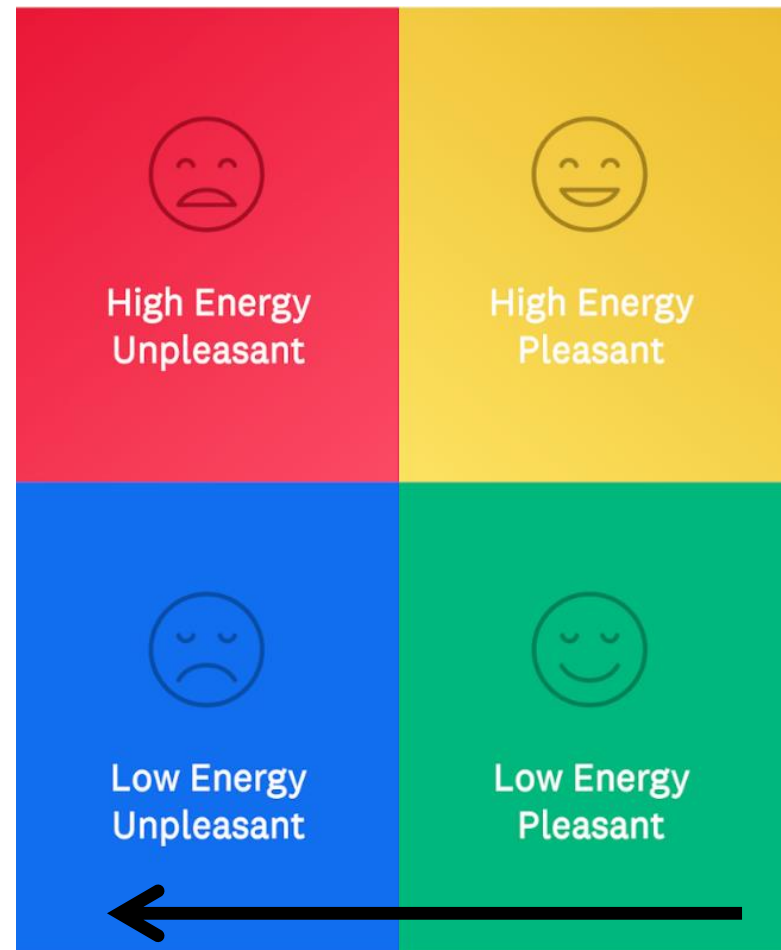
Scroll for details



Understanding Shifts in Emotions

The mood meter also helps pupils understand how and why their emotions can shift.

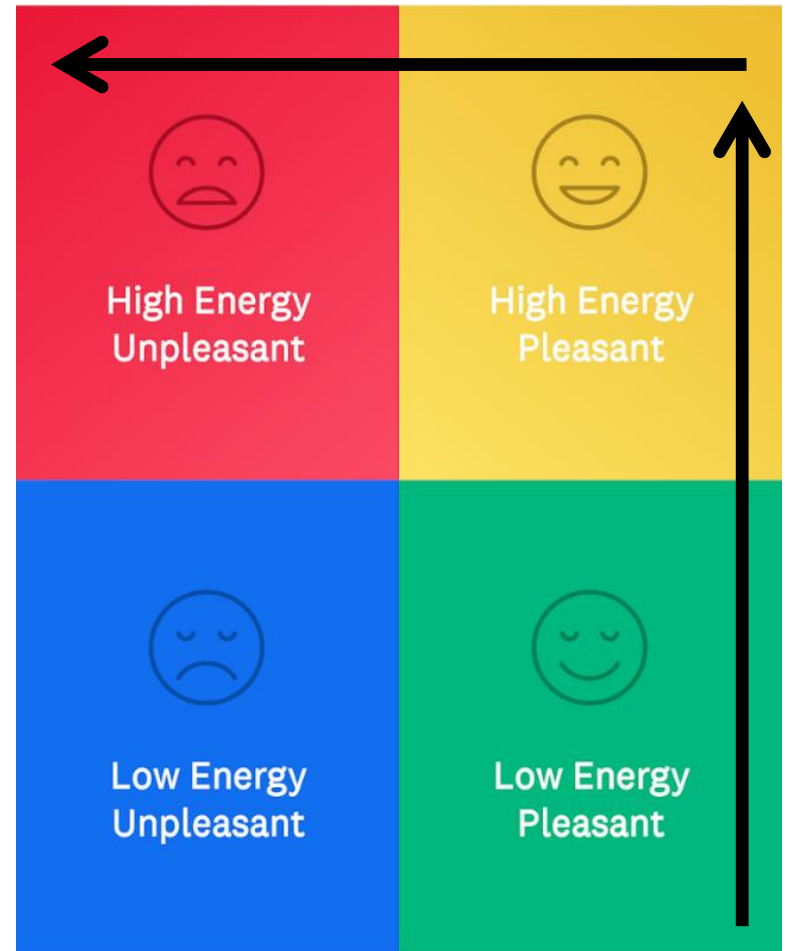
Can you think of a situation when a child's mood has changed like this?



Understanding Shifts in Emotions

The mood meter also helps pupils understand how and why their emotions can shift.

How about this?





Express and Regulate

- Each class will develop a set of strategies to help pupils back to the green zone.
- Some strategies will help pupils calm and some will help them feel more “pleasant”.
- Strategies need to be taught and practised when pupils are calm.

Expression and Regulation

Strategies to Help Children
Move from:

high energy to a **low energy**

School Nursing Service

0300 247 0090
Vcl.wiltshirespa@nhs.net

Physical

- Feeling sick/tummy ache
- Sweating
- Wobbly Legs
- Racing Heart
- Shallow or Quick Breathing

Behavioural

- Withdrawing or isolating themselves
- Repetitive behaviours
- Eating more or less than usual
- Unable to concentrate
- Difficulty sleeping
- Unable to cope with normal activities

In the Moment

- Breathing – Deep and Slow.
- Physical reassurance – sit close, hold hands or a hug.
- Use the 5 senses to help ground them.
- Calming activities, walking, colouring, listen to music, reading a book, fine motor skills activities.
- Picturing a safe place or a safe person.
- Listen to them and validate their feelings but reassure them that anxiety will pass.

In Calmer Times

- Help your children recognise signs of anxiety.
- Talk openly about feelings.
- Make a worry box.
- Choose activities that can be tried when feeling anxious.
- Daily activities that are important for mental health. (Sleep, eating well, moving their body, spending time together.

Calm Breathing

<https://www.youtube.com/watch?v=PHQ7YZYRAms>

Who can support you and your children?

- ELSA – can be accessed in school
- School nursing service – SPA number 03002470090
- CAMH's
- GP
- Bernardo's – Accessed via onyourmind.org

Resources

<https://www.camhs-resources.co.uk/downloads>

<https://charliewaller.org/>

<https://www.barnardos.org.uk/what-we-do/helping-families/mental-health/supporting-your-child/anxiety>

<https://www.childline.org.uk/>

Single Point of Access(SPA) Mon-Fri 9-5 0300

247 0090

vcl.wiltshirespa@nhs.net

Strategies to Move for High Energy to Low Energy



[5 Senses in 5 Minutes: Grounding Exercises for Kids-Video | Sanford Fit \(sanfordhealth.org\)](https://www.sanfordhealth.org/5-senses-in-5-minutes-grounding-exercises-for-kids-video)

Sensory



stress ball/fidget



body sock



calm



soft head



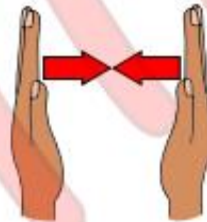
deep pressure



push hands together



sequin pillow



push hands together



rub head



self-hug



sensory toys



squeeze

Expression and Regulation

Strategies to Help Children
Move from:

low pleasantness to high pleasantness

The Huge Bag of Worries

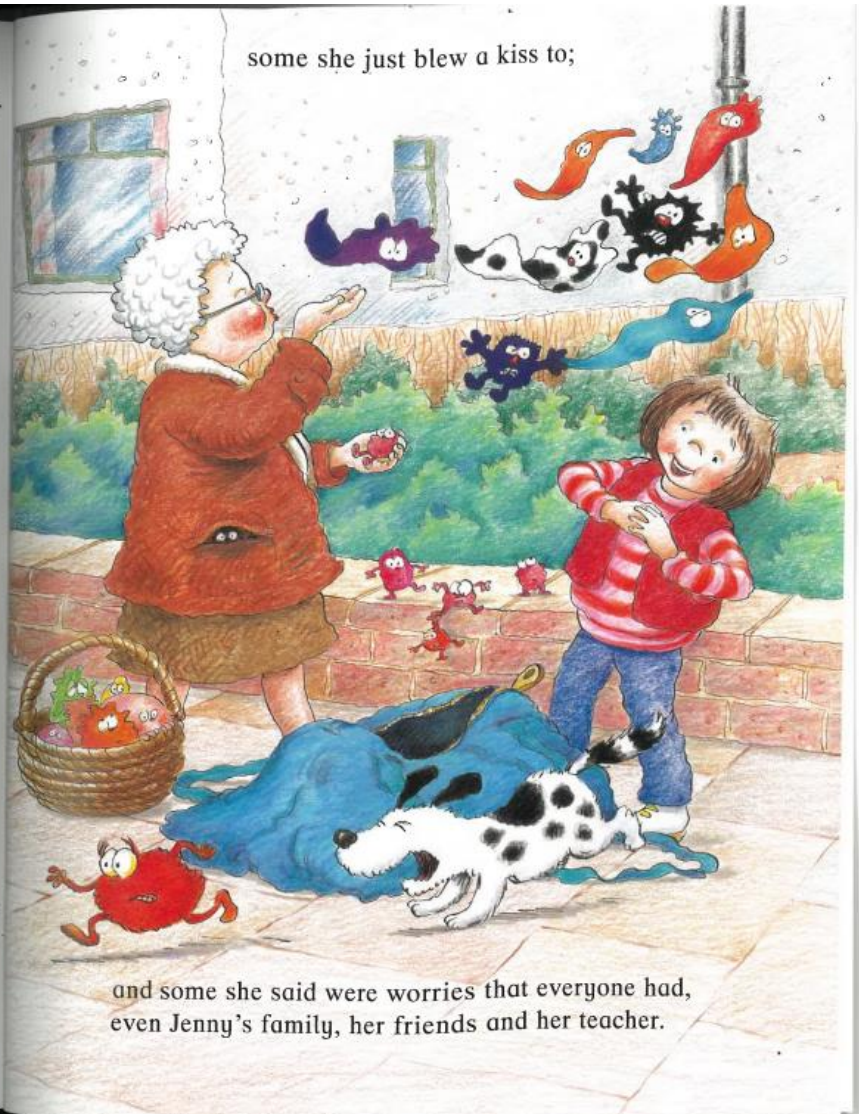


Half the worries disappeared because lots of worries just hate the light of day.

As for the rest, the old lady put some in her shopping basket to deal with herself;



some she sent packing because she said they belonged to other people;



some she just blew a kiss to;

and some she said were worries that everyone had, even Jenny's family, her friends and her teacher.

Strategies to Increase Happiness

Use the Worry Bags to Sort Your Worries

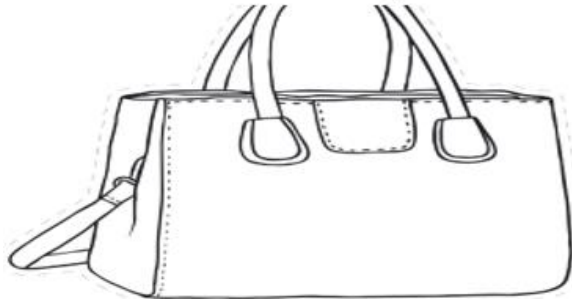
Other people's worries.



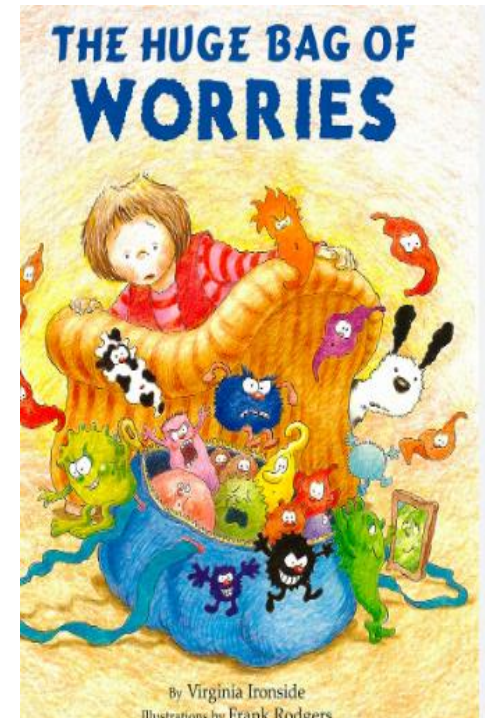
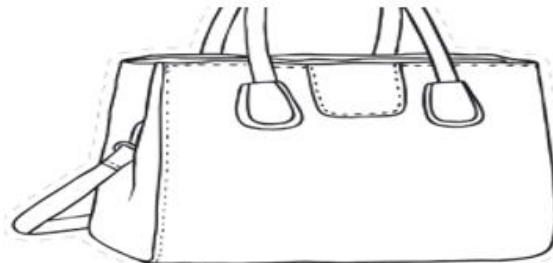
Worries that I have no control over.



Worries that everyone has.



Worries I can do something about.





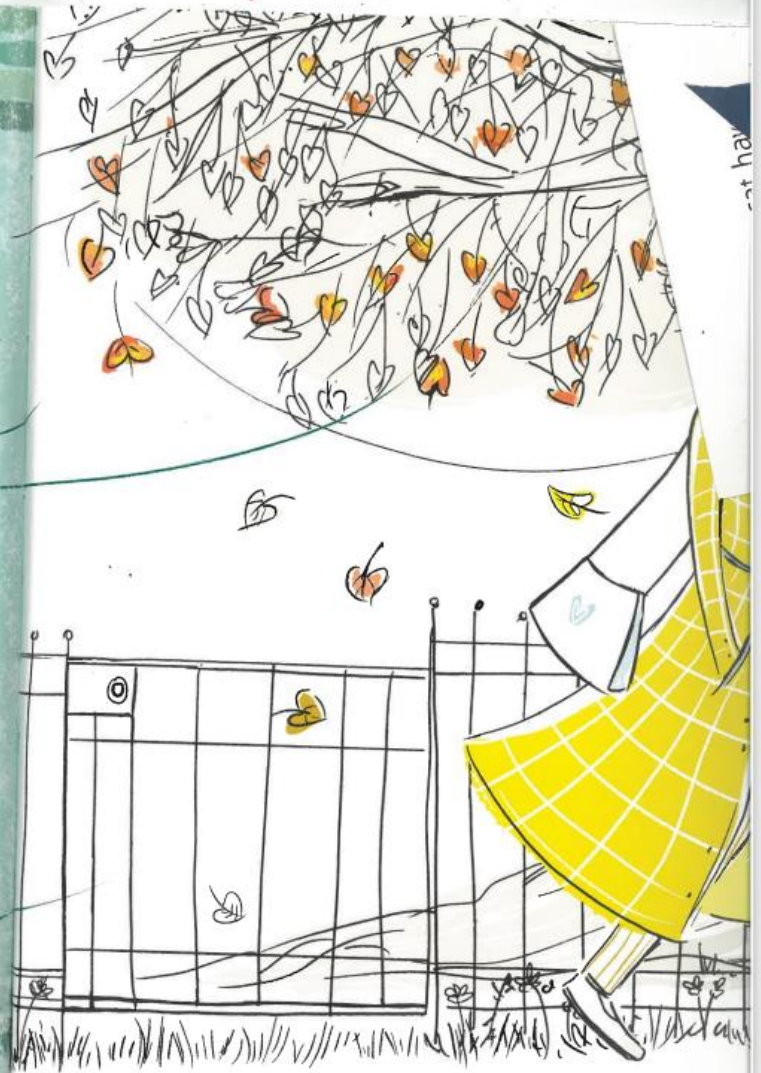
The Invisible
String – to
support
pupils with
separation
anxiety.

The Invisible String

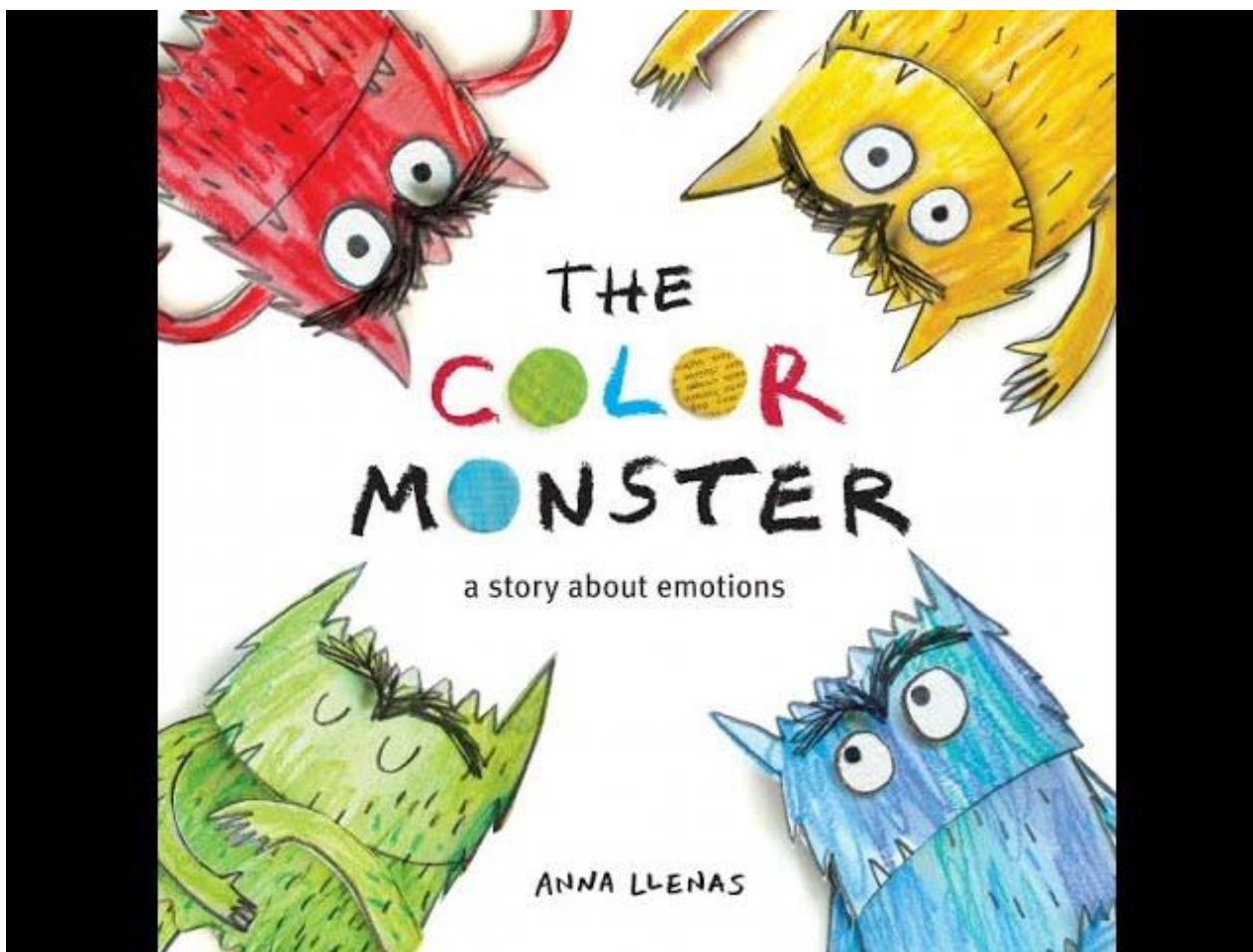
"When you're at school and you miss me, your love travels all the way along the String until I feel it tug on my heart."



"And when you tug it right back, we feel it in our hearts," said Jeremy.

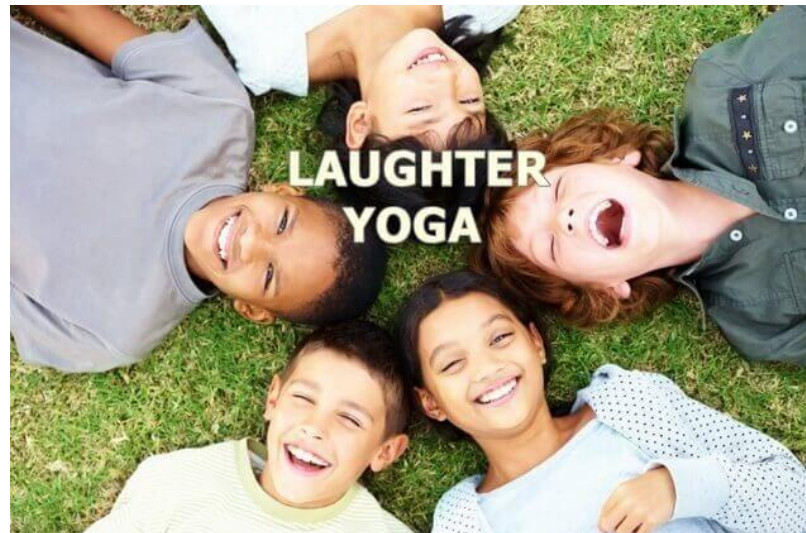


The Colour Monster



Thought Flipping

Negative Thoughts	Positive Thoughts
My friends don't like me anymore because I can't go to the party on Saturday night.	Some of my friends can't go to the party either so we could meet up on Sunday instead.
I am not good at maths because I only got 16 out of 20 correct in my test.	
I don't want to move house as I won't make any new friends and I will be lonely.	



Top Tips

1

Make conversations about mental health a normal part of life: Anywhere is a good place to talk; in the car, walking the dog or cooking together. Model everyday talk about feelings such as by talking about a TV character's feelings.



2

Give your full attention: We all know it's horrible to be half listened to. Keep eye contact, focus on the child and ignore distractions.

3

Check your body language: Try to keep it open and relaxed and make sure you come down to the child's level.

4

Take it seriously: Don't downplay what the child is saying or tell them they're "just being silly". Resist the urge to reassure them that everything is fine.

5

Ask open questions: Such as "How did your day go today?" This will help to extend the conversation.



6

Calmly stay with the feelings that arise: It can be our automatic reaction to steer away from difficult emotions.

7

Offer empathy rather than solutions: Show that you accept what they are telling you but don't try to solve the problem.

8

Remember we are all different: Respect and value the child's feelings, even though they may be different to yours.

9

Look for clues about feelings: Listen to the child's words, tone of voice and body language.

10

Some ways to start a conversation about feelings might be:

- "How are you feeling at the moment?"
- "You don't seem your usual self. Do you want to talk about it?"
- "Do you fancy a chat?"
- "I'm happy to listen if you need a chat."



Useful Resources

Useful Texts:

The Invisible String – Patrice Karst – ISBN-13: 978-0-316-48623-1

The Huge Bag of Worries – Virginia Iron Side - ISBN – 978-0-340-90317-9

Colour Monster – Anna Llenas – ISBN – 978-1-78370-423-1

Starving the Anxiety Gremlin - Kate Collins-Donnelly – ISBN – 978-849052863

Helping Your Child With Fears and Worries - Cathy Creswell and Lucy Willetts – ISBN - 9781472138613

Useful Websites:

Square Breathing: <https://www.youtube.com/watch?v=PHQ7YZYRAms>

GoNoondle - <https://www.gonoodle.com/>

Cosmic Kids Yoga: <https://cosmickids.com/>

Laughter Yoga: <https://www.bbcchildreninneed.co.uk/changing-lives/stories/feel-positive-with-laughter-yoga/>

Longleaze Child Mental Health Page: <https://www.longleaze.wilts.sch.uk/about-us/child-mental-health/>