

IMHARS Sharing Practice & Celebration Event

Friday 15th March 2024

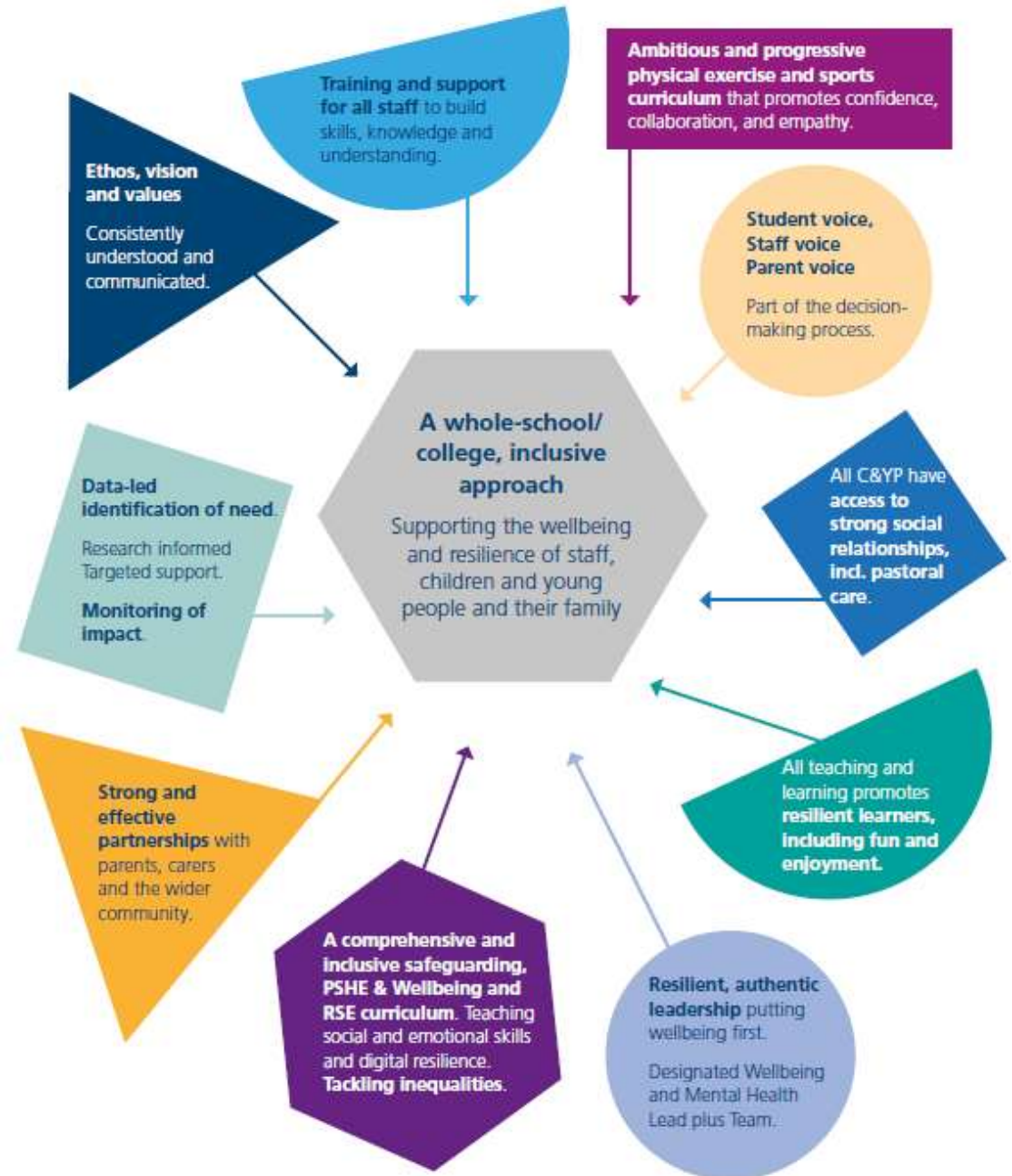
Improving lives and outcomes for all



Improving Mental Health
and Resilience in Schools

- **Across all schools/colleges,** Southwark's IMHARS framework model describes the **10 components of school/college** life that can support and contribute to pupils' positive mental health and resilience.
- Each section has guidance, including questions for reflection and ideas for action, together with some useful quality assured resources.

Wellbeing First: Southwark's Improving Mental Health and Resilience in Schools (IMHARS) Framework



Introductions

Lisa Christiansen Head of School of Rotherhithe Primary school part of the NEST Academy Trust- which we joined in October 23 (we were formerly part of the River Hill Federation).

Formerly Inclusion Lead and SENCO with a Specialism and qualifications in assessing and teaching children with dyslexia.

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Susie Lanyado Averbrook, Whole School Approach Lead for the MHST and School Engagement Team @ the Nest. From an education background, having taught and been part of SLT's in PRU's and mainstream schools, in several boroughs and most recently an Achievement Coaching Programme Manager for Groundwork, in secondary schools.

Aims

- Give a short summary of the school's journey and work around mental health and wellbeing with a particular focus on children with SEND needs.
- Short overview of Forest School and Sensory Circuits what it is and how we are using it with children with mental health or SEND needs.
- Explanation of how the programme fits in with Southwark's wellbeing first approach to mental health and the development of resilience.
- To consider some lessons that we have learned.
- Look at support we are receiving from the Mental Health Support Team from Groundwork that has offered us as a school and can offer.

School Context

- Rotherhithe Primary School is a two-form entry primary school situated in Southwark that borders with Lewisham serving a rich and diverse community.
- Rotherhithe Primary School has 94.57% of pupils living within the top 3 most deprived postcodes (IDACI data).
- The proportion of pupils known to be eligible for Pupil Premium is 42%.
- We have 23% of pupils on the SEND register (higher than the National Average) and 55% of these children are receiving Pupil Premium funding.
- We have 15 children with EHC plans and 2 more in the process of being finalised. This equates to 5% of the school's population. (National average for primary schools is 2.5%)
- Highest category of Special Need: Speech and Language, Autism spectrum, social emotional and mental health needs.
- We are increasingly faced with financial challenges and currently have mixed age classes across key stage 2 to help manage these.
- Mental health needs within the community seems to be every increasing.

Inclusion Quality Mark Flagship and IMHARS Champion School

Collaboration and sharing of best practice is key

- IQM Cluster meetings
- Southwark SEND hub
- Across Federation and Academy
- NEST SEND forum
- Cherry Gardens
- Champion school collaborations
- Continual learning
- Groundwork and MHST



Innovations and commissioning: Yoga and Mindfulness for Resilience

- Teaches strategies to support resilience
- Self-awareness
- Focus is on core strength/Increase flexibility
- Mindfulness
- Brain science
- Self-regulation

The children enjoy the programme but they also apply the skills learned. E.g. we have found it particularly useful with a boy who has ADHD- who will use poses to help him to manage his energy levels.

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How can yoga and mindfulness support the development of resilience?

Resilience is our ability to be able to recover from challenging situations and to cope with our ever changing and complex world. We all have resilience, and we know that resilience skills can be taught. Teaching resilient behaviours, gives children the tools to become socially responsible individuals who can tackle anything that comes their way. Throughout the yoga and mindfulness for resilience program, the children explore various practices that are aimed at helping them to develop resilience in their thoughts, words, and actions, to develop feelings of confidence, and our resilience.

YMR

Mindfulness



What is Mindfulness?

When we are mindful it means we are now, both inside our bodies and all around us.

Sometimes we get caught up with thinking about what happened last week or what is going to happen on the way home. When this happens, we are not in the present and our minds can get stuck in our thoughts.

When we practice mindfulness we can manage our emotions and we might be able to see a way through a problem. It is about paying attention to what our bodies are doing, sounds, smells, and tastes of the present moment.

How mindfulness helps our wellbeing

Becoming more aware of the present moment and understand ourselves better.

When we learn how to be more present, we can manage our emotions better. We can have been taking things for granted, in a new way.

Developing an awareness of our own thoughts and feelings are simply "mental events" that do not define us.

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Supports the body's ability to be flexible.

Yoga poses stretch the muscles and joints in many different balances of the body. Everyone will be good at. Flexibility of the body will make room for flexibility. It is very important for resilience.

Enhances confidence.

Yoga has so many poses, you can do well. Yoga is about getting to know your own body and with others. Children learn and are encouraged to be thankful.

Develops self-awareness

Yoga helps us get to know our bodies. Children practice children have been practicing the effects of the poses in the choices regarding how much to stretch, change how their minds.

Develops the ability to relax

At the end of every session, we relax each part in turn. This allows their bodies to relax. This is a favourite part of the class.

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Each YMR class starts with a...

YMR

Neuroscience: Finding out how our brain works



YMR

During the programme the children learn about the three areas of the brain in the diagram and their functions. Each week the children learn something new about how their brain works. For example, when we...

Breathing techniques

Some breathing techniques help to calm us down, become more focused, or wake us up and help us to feel more alert.

It is important to understand our emotions and that they are present.

It is also important to understand that we can live and that we can be optimistic.

Throughout the six weeks the children will be practicing a variety of breathing techniques that can help them to manage their emotions, stay in the present moment, aid relaxation and sleep and even bring energy and alertness.

At the end of the session, we involve guided relaxation. For instance, the children are encouraged to think of happy memories from their bad days and...



Bumblebee Breath

Sitting in a comfortable position on the floor or your bed with a tall, straight spine. Take a slow, deep breath in through your nose before exhaling out of the nose making a "Hummmmm," sound for as long as possible.

You can try this again, with your eyes closed. Focus on the humming sound. Notice the vibration created in your lips.

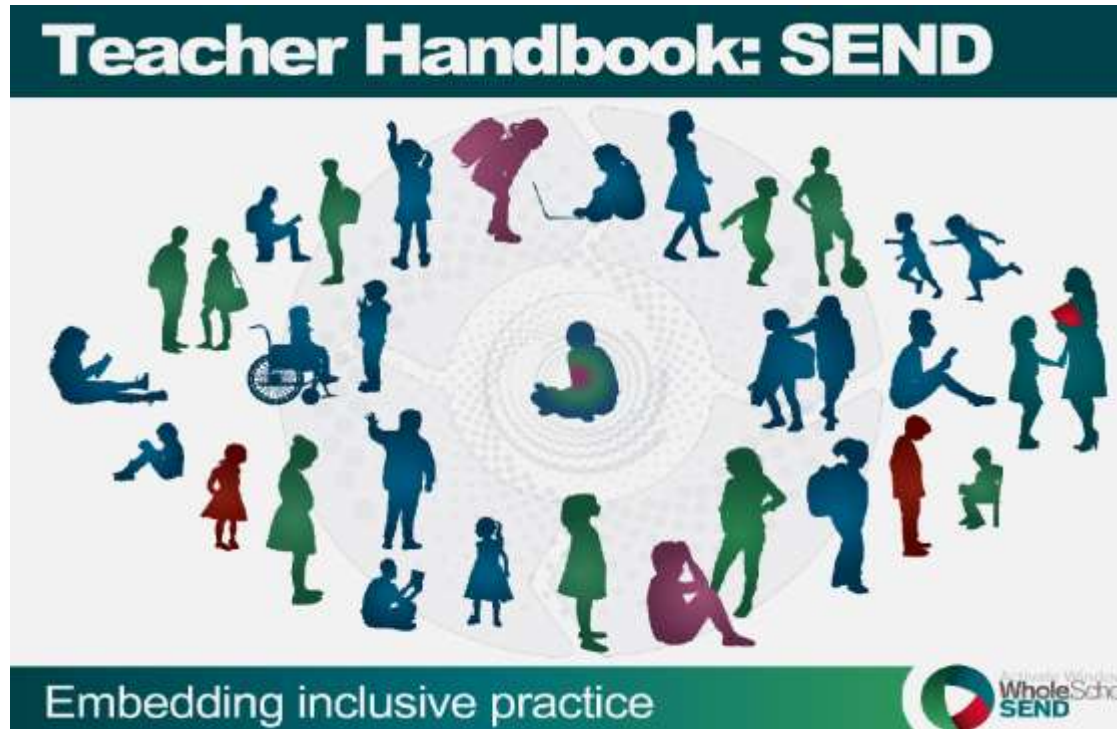
When you have done this several times, allow your breathing to return to normal.

Outside agencies –Sustainability



CS

Whole School Approach



It is everyone's responsibility to promote mental health and wellbeing of pupils and to meet the needs of children with SEND

Wellbeing policy

Start with whole school training

Increasingly important to provide the teachers in the classroom with the tools to support children

Whole School: RPS SEND Research Projects

ANXIETY DISORDERS

ANXIETY DISORDERS

Nearly 300,000 young people in Britain have an anxiety disorder.

In the UK, anxiety disorder are estimated to affect five to nineteen percent of all children and adolescents, and about two to five percent of children younger than twelve years old.

It's normal for children to feel worried or anxious from time to time, such as starting nursery or moving to a new area or school.

Anxiety is the feeling of unease, such as worry or fear – it's understandable reaction in children to change because of a stressful event.



What is Sensory Processing Disorder (SPD)

The brain struggles to process and act upon information received through the senses. It can affect some or all the senses, and children may experience oversensitivity or undersensitivity: for instance, some are terrified by loud noises, while others appear not to even notice them.

How does it present itself

- Fidgeting on carpet (stretching limbs, rocking, spinning)
- Sits and stands too close to others
- Seeks out rough play
- Is unaware of surroundings (falls over often)
- Sensory seeks with their mouth (food, hand, toys)

The Vestibular System:

The vestibular system is the area in the body that helps to control a person's sense of motion, possible changes in movement, and their overall equilibrium and balance.

But for some children, anxiety affects their brain, which in turn interferes with their school, home life, and relationships.



Why writing is difficult for children with ASD?

- Children with autism spectrum disorders (ASDs) are one group of students who often struggle to write well. Compared to their typically developing peers.
- It can be difficult for these students to think of ideas, organize their writing, and physically write their ideas.

provides awareness of... located within the... transferred to the brain to... are the building blocks for all other skills we learn and use



or to solve problems like

What is ADHD?

Attention-deficit/hyperactivity disorder (ADHD) is one of the most common neurobehavioral disorders of childhood. It is sometimes referred to as Attention Deficit Disorder (ADD). It is usually first diagnosed in childhood and often lasts into adulthood. Children with ADHD may have trouble paying attention, controlling impulsive behaviours (may act without thinking about what the result will be), or be overly active.

What are some of the ADHD?

Many children have trouble... and behaving at one time... However, children with AD... just grow out of these beh... symptoms continue and ca... faculty at school, at home... friends.

A child with ADHD m...

- daydream a lot
- forget or lose things
- squirm or fidget
- talk too much
- make careless mistakes or necessary risks
- have a hard time resisting
- have trouble taking turns
- have difficulty getting along



DYSLEXIA IS...

characterized by difficulties with:

Accurate/ fluent word recognition	Poor Spelling	Poor decoding abilities

These difficulties usually are a result of deficiency in the phonological component of language.

What is ADHD?

ADHD (attention-deficit / hyperactivity disorder) is a disorder that affects a person's ability to pay attention and control impulsive behaviors. At the same time, the symptoms of ADHD are organized into two categories: inattention and hyperactivity / impulsivity.

Inattention	Hyperactivity / impulsivity
<ul style="list-style-type: none"> ✓ has difficulty staying focused on activities ✓ forgetful of tasks (e.g. homework, playing, chores) ✓ wastes time and periods / makes careless mistakes ✓ avoids mentally demanding tasks ✓ does not seem to listen when someone is talking to them 	<ul style="list-style-type: none"> ✓ constantly moving or "on the go" ✓ has difficulty sitting still ✓ acts before thinking ✓ often talks, fidgets, fidgets, or squirms ✓ has difficulty with quiet tasks ✓ often speaks out of turn / interrupts

It is also important to note that everyone will occasionally experience symptoms similar to those of ADHD. We do forget things, and sometimes work is just plain boring. That's normal. When a professional diagnoses ADHD, they must also consider the intensity, frequency, and consequences of symptoms.

What does ADHD really look like?

During childhood	During adulthood
<p>During childhood: ADHD can be misdiagnosed as learning difficulties, "bad" behavior. Children with ADHD struggle to pay attention during school, and they frequently get in trouble for talking or getting out of their seats. Children with ADHD are also more frustrated by these behaviors, which can lead to anger.</p>	<p>During adulthood: ADHD can damage careers, relationships, and self-esteem. Inattention symptoms can lead to forgotten responsibilities, poor organization, and difficulty completing tasks. Hyperactivity symptoms manifest as restlessness, a high need for stimulation, and impulsive decision-making.</p>

Resilient families; Happy children

Turning challenges into successes

Over view of the 7 sessions

Session 1:
Exploring resilience

Session 2:
understanding
relationships and
emotions

Session 3:
Building
resilience:
Looking after
ourselves

Session 4:
Building resilience:
Supporting our children
to stay safe when using
technology

Session 5:
Understanding
mental health
and wellbeing
difficulties in
classroom

Session 6:
Building
resilience: the
importance of
physical activity
and creativity.

Session 7
Building
resilience:
Celebrating our
resilience

Dimensions of Resilience

- Fitness and stamina
- Nutrition for energy
- Rest and recovery

Physical

Emotional

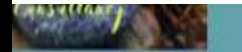
- Calming and focusing
- Impulse control
- Emotional regulation
- Positive emotion
- Realistic optimism

- Self-belief
- Outlook & perspective
- Thinking traps
- Sustained focus
- Causal analysis
- Control controllables

Mental

Spiritual

- Values and beliefs
- Empathy
- Reaching out



Wellbeing First IMHARS parents and carers sessions: Building resilient families for the future

Trial round 2 Evaluation: Results of Parent and carer resilience survey



Area of resilience.	Before the sessions	At the end of the sessions
I feel confident discussing and talking about mental health with my family	12.5 %of participants were not confident at all 50% not very confident 37.5% were quite confident	28.57%remained not very confident 14.2% were quite confident and 57.14% of participants were very confident
I understand the personal social and health curriculum that my child is taught at school and fully support this at home.	12.5% of participants not confident at all. 87.5% of participants were not very confident.	71.4% were quite confident and 28.57% were very confident
I am knowledgeable about a wide range of mental health issues.	62.5% were not very confident 37.5% were quite confident	42.8% were quite confident and 57.14% were very confident
I know the things I can do as a parent to promote and support emotional wellbeing of children and young people.	87.5% were not very confident and 12.5% were quite confident	42.8% were quite confident and 57.14% were very confident
I understand the effects of disadvantage, discrimination, and trauma.	50% were not very confident 37.5% were quite confident and 12.5% were very confident	42.8% were quite confident and 57.14% were very confident
I feel confident to support my family to develop resilient behaviours.	75% were not very confident and 12.5% were quite confident	57.14% were quite confident 42.8 and % were very confident
I am confident that if my child were having trouble with their wellbeing and mental health, I would know what signs to look for.	25% were not confident at all, 50% not very confident and 25% were quite confident	57.14% were quite confident 42.8 and % were very confident
I feel confident to speak to the school if I had concerns about mine or my children's emotional wellbeing	37.5% were not very confident 50% were quite confident 12.5% were very confident	57.14% were quite confident 42.8 and % were very confident
I know how to manage my own stress.	25% were not confident at all,37.5% were not very confident 12.5% were quite confident 25% were very confident.	14.2 remained not very confident 57.14% were quite confident and 28.57% were very confident



Lessons Learnt



Parents comments: Trial 1

“I really enjoyed it, it made me really think about the amount of time we spend on screens and do I really know what is going on”

“It is very interesting to know what is happening in the school so that we can do the same and the children get the same teaching. I went home and talked about what zone I was in and my children were very surprised.”

“I liked the self-care session; I have learned to take care of myself better so that I can be there for my family.”

Parents suggestions for improvement for other parent/carer groups

“it would be really good if we could have more mindfulness, I really enjoyed that and I wanted to do that more and learn more about it. So if you could include mindfulness in every session that would be great.”

“I think you really need to think about how you advertise this course to parents. Many parents think that if it's for a parenting course and they are being asked to go that the school think that they are bad parents and they are somehow going to be watched and that's why people stay away from them. I think you really need to tell them that this course is about sharing information that's really important to keep their children safe and to help their family be happy and for the kids to be better learners.”

Parents comments: Trial 2.

The parents were asked to recall what they had enjoyed from the course and what they would take away from this time we had spent together.

“This course helped me to relate to other parents and feel supported. We were able to share ideas and we felt supported that there were other parents going through the same things”

“Learning about internet safety was important for me. I didn’t even know half of it and what you can do. I’m now more confident to monitor the children and do what I can to support each of them and what’s right for each age group.”

“I enjoyed learning about the Mind and the body connection, and you can’t think about mental health as something separate, it’s all connected.”

“For me it was learning about the Nest and that there is support out there other than CAMHS, especially in the holidays when the schools are shut.”

“ .. we have learned the same language as the teachers. Being on the same page makes life flow and for my daughter. Her two worlds have interacted”

“ ...it has been so nice to become connected with other parents. My children started school during the pandemic, and I didn’t know anyone. So now I see people in the playground, and we know each other and have shared something, shared our experiences.”



Forest School



Where both interventions fit?

The Forest School and Sensory Circuit sessions for children with additional needs are early interventions delivered to those showing elevated risk of mental health challenges.

Universal training and offering of Forest School in EY

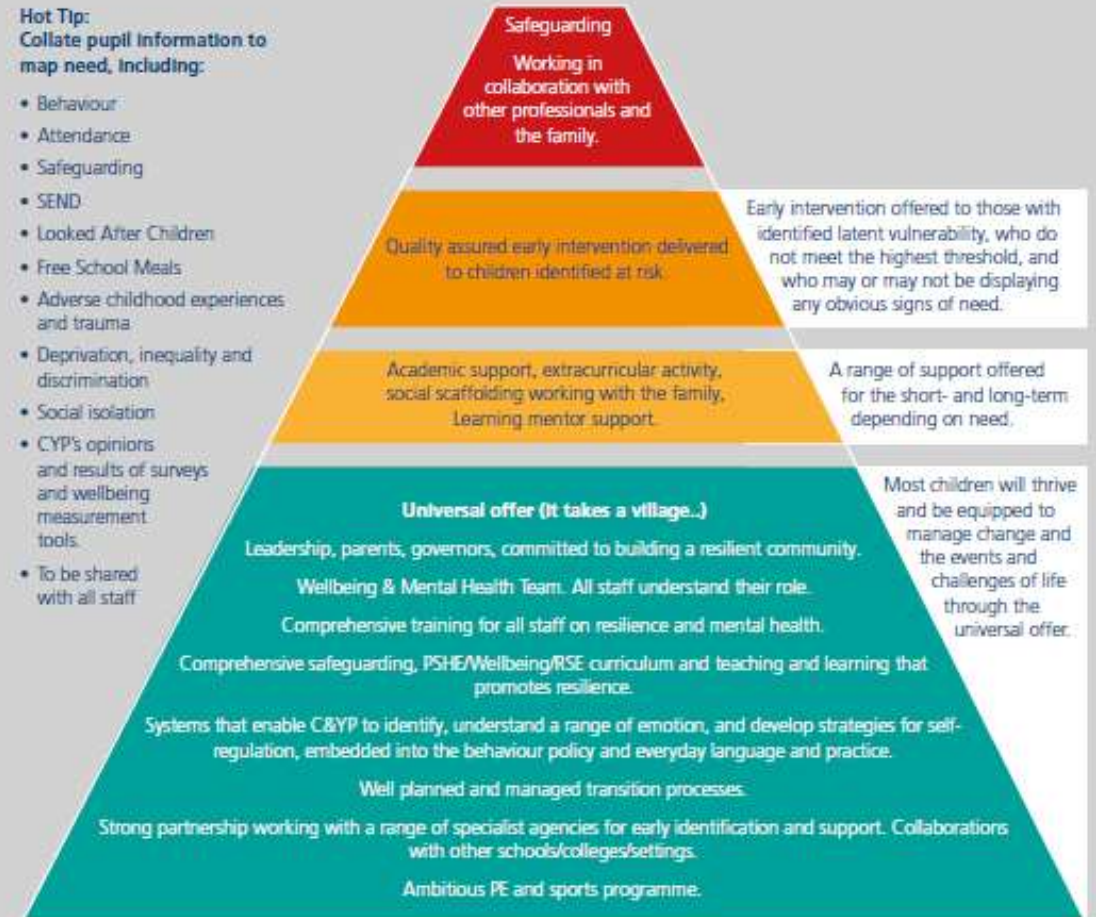
Model of graduated need

This model of graduated need aims to support schools and colleges to identify those children and young people who are at risk of developing wellbeing and mental health difficulties in the future.

Hot Tip:

Collate pupil information to map need, including:

- Behaviour
- Attendance
- Safeguarding
- SEND
- Looked After Children
- Free School Meals
- Adverse childhood experiences and trauma
- Deprivation, inequality and discrimination
- Social isolation
- CYP's opinions and results of surveys and wellbeing measurement tools.
- To be shared with all staff



Adapted from the Young Mind's Academic Resilience materials (adapted from Hart & Blincow by Boing Boing).

Further guidance on assessing MH&WB need in schools and the development of a whole school approach can be found on the DfE website [Promoting children and young people's mental health and wellbeing \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/promoting-children-and-young-peoples-mental-health-and-wellbeing)

IMHARS Project Focus



Why?

Research suggests that up to 54% of people with special needs go on to have mental health challenges. Of adults with long term mental health problems, half will have experienced their first symptoms before the age of 14.

The aim

Project Focus: To increase the wellbeing of children with SEND or who have been identified as at-risk of low wellbeing due to trauma, through the engagement in a range of quality assured, holistic interventions.

- Once chosen project was Forest School. Whole staff training- great fun!
- The SENDCO and a Teaching Assistant (who support children with EHC plans) successfully completed their level 3 accreditation training to become Forest School leaders. This was not easy – lots of learning!
- They now lead interventions for children with SEND or emotional wellbeing needs across the school.

Forest School what is it?



- Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions within a natural setting.
- Forest School arrived in the UK in 1993 but has its roots in the open-air culture of Scandinavia.
- It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.
- The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually.
- Forest School is now widely used within Early Years settings to develop communication, problems solving and knowledge and understanding of the world.

Why is Forest School so popular?



- Forest School programmes support play, exploration and supported risk taking.
- The child is at the heart of their learning experience - concentrating on building confidence, resilience, and curiosity.
- The learning space is both a safe and nurturing environment that is non-judgemental and allows pupils to try stuff out.
- Forest School, therefore, helps participants to become, healthy, resilient, creative and independent learners.
- It helps learners to develop **self-regulation skills**.

Who is it for?



Everyone will benefit from Forest School.

- We take our children to Southwark Park's Nature reserve
- We are very lucky to now have an onsite Forest School that is growing and developing as a space.
- Advantage of the onsite space is that all our EY children are now able to attend Forest School at some point in the year. This we link with the children's learning in class.

However, it can be particularly helpful for children who need to develop resilience and are:

- Nervous,
- Anxious
- Withdrawn
- Limited language

Brainstorm

Task:

What activities could develop problem solving, resilience and emotional regulation within natural environments.



Implementation

Identification

Children are identified for this intervention using Thrive, Leuven and teacher assessments.

The programme provides leaders with suggested ideas for sessions, but the aim is to go with child led interests.



POSSIBLE ACTIVITY IDEAS FOR SESSIONS

It is essential that any activity idea introduced is for the children to subsequently choose to do, all activities must then be available for the children to select and revisit at any future session.

This is only a guide. Forest School ethos should allow children to follow their learning. Reintroducing activities will allow children to take up the activity in their own time, when they are ready to learn. More complex activities can only be introduced when the Forest School Leader feels the children are ready. You will note that there are not 40 weeks planned to allow this flexibility. There should be an end of term celebration each term.

Activities such as 123 where are you? should happen on a regular basis.

- Week 1** FS routines, orientation to area, maps of area, 123 Where Are You?
- Week 2** Continue exploration of area, treasure finding, 123 Where Are You?
- Week 3** Leaves matching, counting, comparing.
- Week 4** Collecting sticks, counting, measuring.
- Week 5** Introduce treasure box with trowels in, digging.
- Week 6** Mud mixing, paint brushes - mud painting.
- Week 7** Binoculars, mini beasts, bug hunters.
- Week 8** Consolidate learning.
- Week 9** Fire rules and fire lighting.
- Week 10** Cooking.
- Week 11** Making potions, smelly pots, potion pots.
- Week 12** Making bracelets or badges with double-sided sticky tape.
- Week 13** House for an animal.
- Week 14** Consolidate learning.
- Week 15** Dens.
- Week 16** Fire lighting and cooking.
- Week 17** Introduce tools - bow saw.
- Week 18** Introduce pruning saw.
- Week 19** Consolidate learning.
- Week 20** Whittling with potato peelers.
- Week 21** Whittling with penknives.
- Week 22** Dens.
- Week 23** Fire lighting and cooking.
- Week 24** Tool use.
- Week 25** Making hurdles.

Safety

The Forest School approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and developing their resilience. There are risks in everything we do, and we grow by overcoming them.



WHAT TO SAY TO KIDS INSTEAD OF "BE CAREFUL!"

Help Your Child Foster Awareness by Saying:

- Notice how... these rocks are slippery, that branch is strong
- Do you see... the poison ivy, your friends nearby?
- Try moving... your feet carefully, quickly, strongly
- Try using your... hands, feet, arms, legs
- Can you hear... the rushing water, the singing birds, the wind?
- Do you feel... stable on that rock, the heat from the fire?
- Are you feeling... scared, excited, tired, safe?

Help Your Child Problem Solve by Saying:

- What's your plan... if you climb that boulder, cross that log?
- What can you use... to get across, for your adventure?
- Where will you... put that rock, climb that tree, dig that hole?
- How will you... get down, go up, get across?
- Who will... be with you, go with you, help you if?





Assessment of Impact of Forest School on children with SEND or Aces

Researchers Miles Richardson, McEwan et al., 2016 stated that exposure to nature can generate positive emotions and balance people's moods, resulting in better resilience.

- Pupil voice
- Case study approach
- Leuven wellbeing and involvement scales

Forest School Questionnaire

Please circle or tick the smiley face that shows how you feel about each question.

		Always	Most of the time	Sometimes	Never
1	I enjoy forest school.				
2	What do I like or enjoy <u>about</u> forest school?				
3	What would make forest school better for me?				

Thank you for sharing your views with us.



Case study approach

Using the Leuven indicator Rayaan's class teacher and SENDCo shared the following observations:

Rayaan [k]	3	3	4	4	<p>*Rayaan is typically very quiet in class. At lunchtime and playtime she would often prefer to be alone. She truly benefited in being in a smaller group and engaging in outdoor learning.</p> <p>* Rayaan loved forest school and was always the first one to put her hand up to answer questions and share ideas.</p> <p>* Back in school SENDCo was thrilled to observe Rayaan starting to interact and making friends with another girl from her class. From not having any friends she had a friend. Later, on another occasion SENDCo observed Rayan and her new friend initiating interaction with a younger boy, engaging him in a simple play.</p>
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Rayann a pupil waiting to be assessed for autism at Sunshine House.

Concerns:

Poor eye contact

Social difficulties

Difficulties with change to routine

Lack of to and from conversation

Working below age related expectations across the curriculum

Rayaan has shared with the paediatrician that she worries that she is different to other children and feels worried about other people knowing she isn't the same

Sustainability



- You need to have more than one person trained and they need to be motivated and not scared of weather!
- Buying wellingtons and waterproofs for back up is helpful.
- Whole school training is not essential but helps everyone to understand what Forest School is and to value the intervention.
- Onsite Forest School increases sustainability and access.
- Make links with local Forest School providers- e.g. there is one within Southwark Park
- Enlist Parent volunteers
- Make links with Science curriculum learning
- Parents love it because children love it!





Partnership Work and Best Practice

- MHST- Mental Health Support Team, Groundwork

- Early intervention and prevention support for CYP, families and the whole school community in primary and secondary schools.
- Whole School Approach to supporting mentally healthy schools through 1:1's, targeted groups, assemblies, parent workshops, staff training and consultation

Brain Buddies
Teaching children about Emotional Regulation

PARENT-LED INTERVENTIONS FOR CHILD ANXIETY
Facilitated by Groundwork MHST

MANAGING CHALLENGING BEHAVIOUR

SOUTHWARK MHST STAFF TRAINING OFFER

STAFF WELLBEING
One-off workshop providing effective ways to help with staff's own and each others' mental wellbeing at work.

ARC - ATTACHMENT, REGULATION & COMPETENCY
A 3 session trauma informed workshop covering attachment, regulation and competency to support staff's understanding of how a child's trauma may present in school and how to support their regulation to go on to become thriving individuals.

GUIDE TO CBT - COGNITIVE BEHAVIOURAL THERAPY
1-2 session workshop providing an overview of Cognitive Behavioural Therapy, introduction to anxiety, low mood and depression and evidence based techniques to support pupils.

HOW TO TALK ABOUT MENTAL HEALTH AND SELF-HARM TRAINING
Workshop in supporting staff to know how to have these difficult conversations so we can look after our young people's mental health and identify those at risk.

SUPPORTING PUPILS WITH ASD: SOCIAL COMMUNICATION SKILLS
Workshop delivered over 1-2 sessions to provide an overview of autism spectrum disorder, how autism changes the way we experience the world, how autism

EMOTIONAL COACHING
A one-off workshop which encourages staff to consider children's emotional development and needs before guiding them through emotion coaching strategies. Emotion coaching puts the spotlight on the feelings and emotions which drive a child's challenging behaviour. When we are able to coach a child through their uncomfortable feelings, we often see improved behaviour outcomes as a result.

Southwark Council
southwark.gov.uk

Bespoke to School Need
MHST @ Rotherhithe Primary

Staff Training
Trauma and zones of regulation

Whole class intervention:
Brain Buddies

Parent/Carer work
Coffee morning/support group
1:1 CBT online and in person

Consultation:
MH audit and action plan
Termly reviews and planning



Groundwork

Action planning and auditing

Whole School Training

The ACEs Study

The 10 ACEs:

- Child physical abuse
- Child sexual abuse
- Child emotional abuse
- Emotional neglect
- Physical neglect
- Mentally ill, depressed or suicidal family member
- Drug addicted or alcoholic family member
- Witnessing domestic violence against the mother
- Loss of a parent to death or abandonment by parental divorce
- Incarceration of any family member for a crime

TRAUMA CAN LOOK LIKE:

Big "T"
major events, normally seen as traumatic

- Natural disasters
- Combat or war
- Sexual or physical assault
- Motor vehicle accidents
- Death of a loved one
- Terrorist attacks
- Domestic violence
- Major surgery or life threatening illness
- Emotional neglect or abuse

Small "t"
overwhelming, but often not seen as traumatic

- Interpersonal conflict
- Financial worries
- Bullying
- Moving
- Adoption or miscarriage
- Divorce or infidelity
- Giving birth
- Chronic mental illness

@sunnydays.therapy

Impact of Trauma on Behaviour



Behaviour
We see and respond to is this

Thoughts and feelings driving the behaviour. We don't usually see or respond to this

Behaviour is often punished repeatedly but if the thoughts and feelings are resolved or eased, the behaviour is likely to change.

act
uma

- Fear, including fear when being separated from a parent
- Frequent crying or tearfulness
- Regressive behavior, or returning to an earlier stage of development – also a sign of stress
- Bed wetting
- Expressing concern about their safety
- Difficulty concentrating
- Difficulty sleeping, including nightmares
- Weight loss or gain, and changes in eating habits

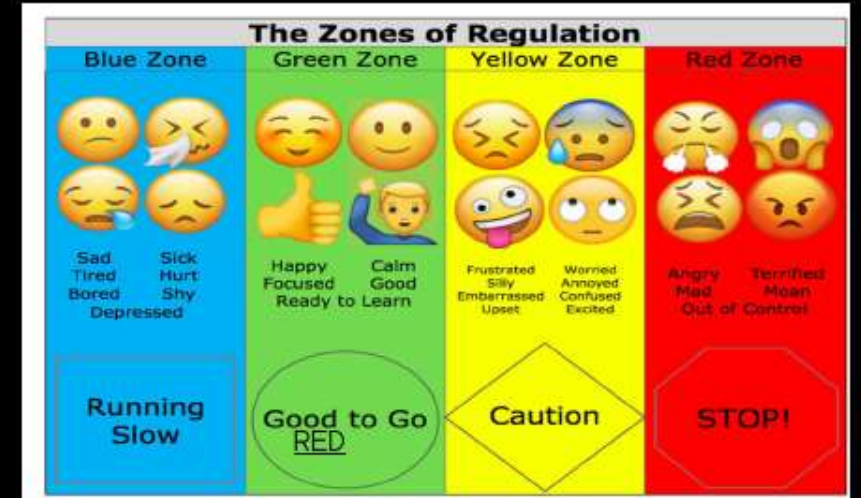
Impact of Trauma

- Sexualized behavior
- Re-enacting trauma during play, especially in younger children, like toddlers and those in elementary school
- Risk-taking, or unusually reckless behavior
- Self-harm, such as cutting intense outbursts of anger
- Dissociation, or appearing withdrawn, shut down, or as if daydreaming
- Being more aggressive towards caregivers, peers or other adults
- Complaining of physical symptoms such as headaches and stomach-aches
- Becoming preoccupied with thoughts and memories of traumatic events.

Tools to support teaching of emotional regulation

Our emotions can be divided into **four colored zones:**

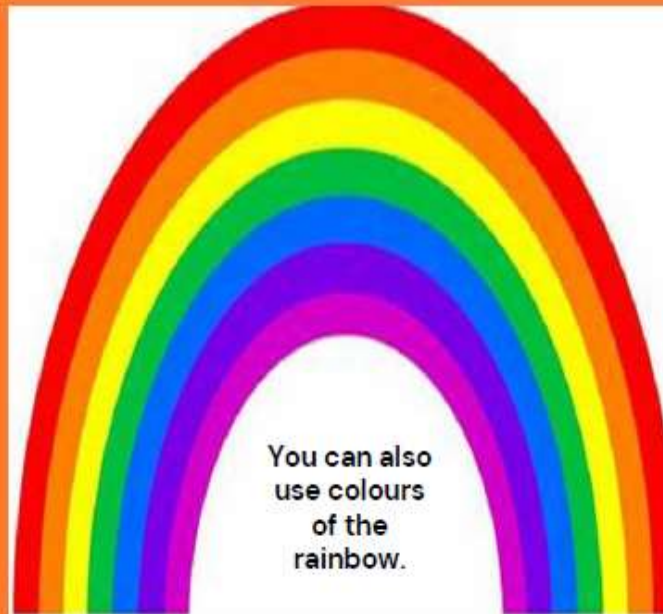
The Zones of Regulation



Breathing and Grounding Technique

5-4-3-2-1
GROUNDING EXERCISE

- 5** Things you can **SEE**
- 4** Things you can **FEEL**
- 3** Things you can **HEAR**
- 2** Things you can **SMELL**
- 1** Things you can **TASTE**



Brain Buddies

10-week programme

Year 5 & 6 classes



WHAT IS BRAIN BUDDIES?

EMOTIONS

We are going to learn about our emotions, what they look like and how they feel

SKILLS

We are going to learn skills to help us calm ourselves down and also boost our energy

BRAINS

We are going to learn a bit about how our brains work

ARE THERE GOOD OR BAD EMOTIONS?



BRAIN BUDDIES BACKPACK

Throughout brain buddies we will add all the skills that we learn into our 'back pack'. At the end of the 10 weeks you get to take these home!



Impact so far and next steps

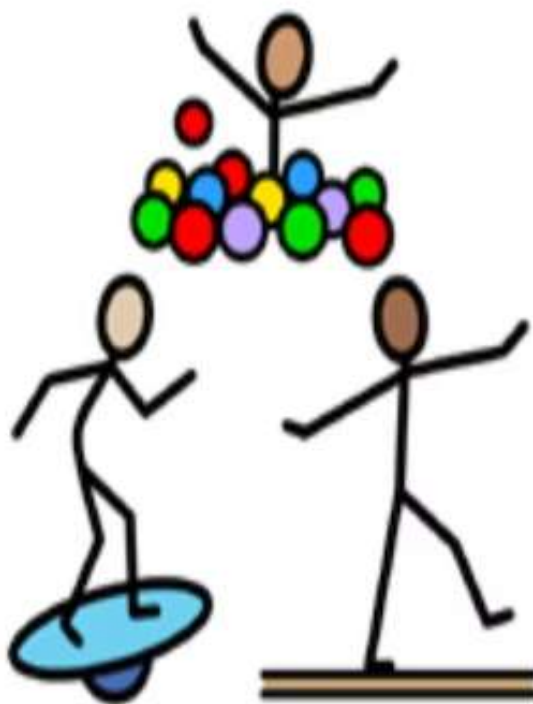


- Staff aware and vigilant for children with wellbeing needs and they all pull together
- Developed our work around Zones of regulation particularly with year 5 & 6 children
- Supported children to have the language to communicate emotionally how they feel
- Respectful of each other
- Upskilling teachers
- Providing teachers and children with tools to support self-regulation

Next Steps:

- To deliver the programme to year 3 & 4 teachers
- Developing parenting support group





Sensory Circuits

I have Sensory Processing Disorder



SPDPS

Sensory Processing Difficulties

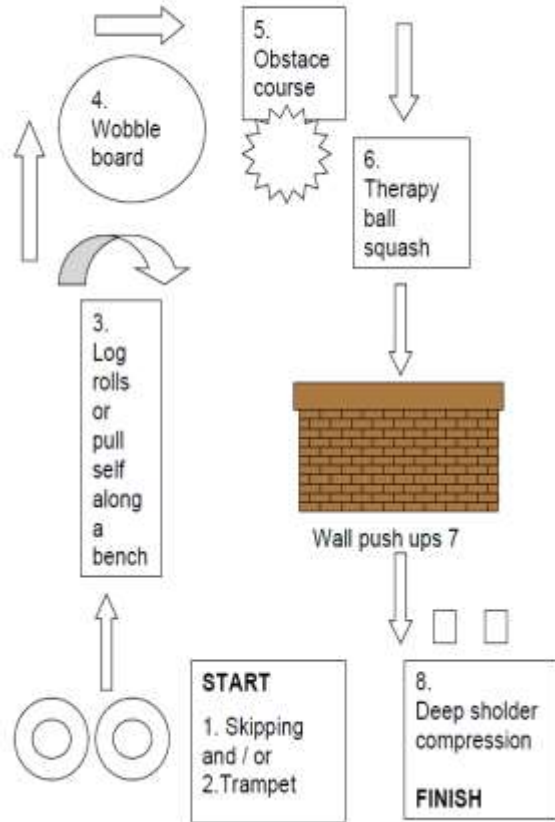
1/6 children have sensory processing difficulties. In specific populations, the prevalence is estimated to be as high as 80% to 100% and includes children with autism spectrum disorder or who have a history of prematurity, foetal alcohol syndrome, or Down syndrome, just to name a few. These difficulties affect children's wellbeing and resilience can lead to mental health issues. (Michele Kong, MD; Megan A. Moreno, MD, MSED, MPH)

What is Sensory Processing Disorder (SPD)

The brain struggles to process and act upon information received through the senses. It can affect some or all the senses, and children may experience oversensitivity or under sensitivity: for instance, some are terrified by loud noises, while others appear not to even notice them.

Why Sensory Circuits?

Example of a Sensory Motor Circuit



Information about

Sensory Motor Circuits

for schools and parents



Paediatric Occupational Therapy
City Care Centre,
Thorpe Road
Peterborough PE3 6DB

Activ
Go to

All staff

- To develop an understanding of Sensory Processing Difficulties (SPD) and how it presents in individuals
- Sensory integration and how sensory seeking and sensory avoiding behaviour presents itself and the complex relationship they can have
- To understand the different senses, and the key terms used to describe the condition
- How to recognise signs of sensory distress within individuals and how to respond in these situations

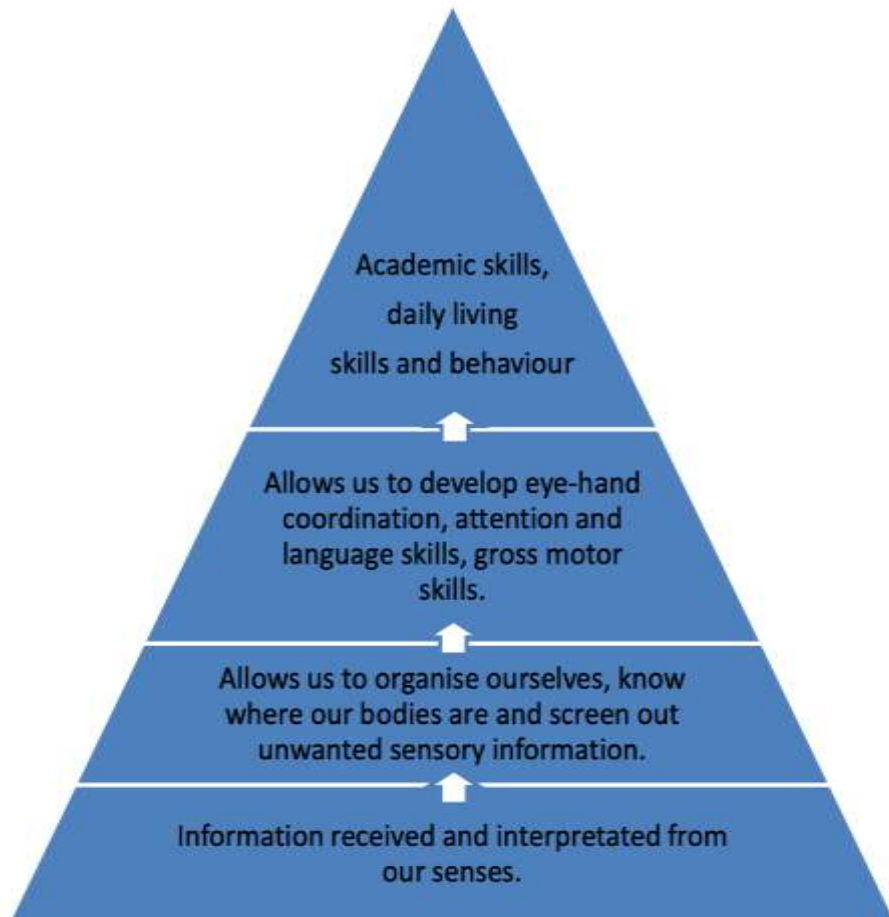
Trained Practitioners

- To gather data or profile children's SPD needs and write a Sensory Diet taking into account the data trends gathered
- To understand the theory behind sensory circuits and how to plan sessions, assess and group children according to individual needs

Contact for further information: **Anna Parsons at Cherry Gardens in Southwark**

Senses

These senses are the building blocks for all other skills we learn and use in life:



Adapted from Williams and Shellenberger (1994).

The Vestibular System:

- The vestibular system is the area in the body that helps to control a person's sense of motion, possible changes in movement, and their overall equilibrium and balance.

The Proprioceptive System:

- Our proprioceptive system is the part of the body that provides awareness of where our body is in space. The proprioceptive system is located within the receptors of our skin, joints, and muscles and is then transferred to the brain to process the information received.

Alerting

Alerting section

The aim of this section is to provide vestibular and proprioceptive stimulation within a controlled setting.

This prepares the brain for learning.

Activities can include such activities as:

- bouncing 10 times on a mini trampoline or space hopper
- spinning a hoop
- bunny hops / crab walks / frog
- Jumps
- therapy ball for rolling over and bouncing on,
- skipping
- walking on cans/stilts




Sensory



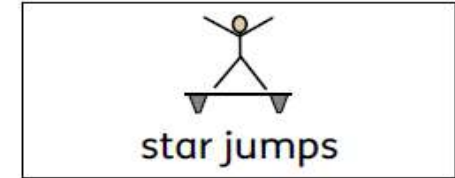
Circuits

1

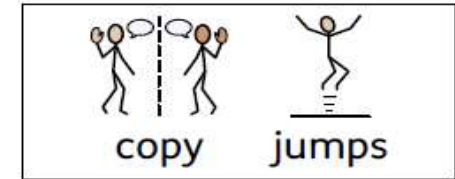
1  
1. Alerting exercises:

 **1** **2**
pick 1 or 2 each

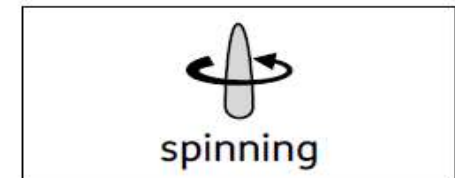

day



star jumps



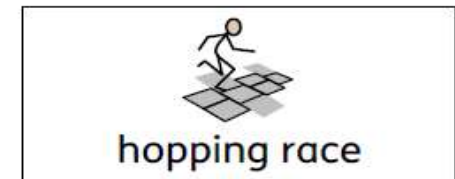
copy jumps



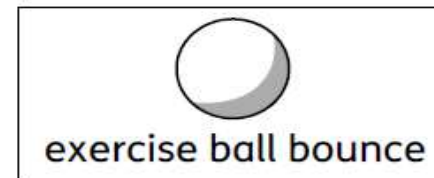
spinning



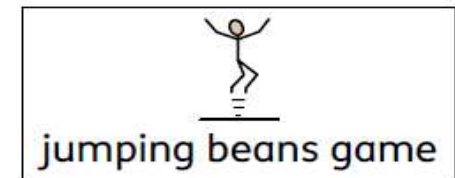
trampette



hopping race



exercise ball bounce



jumping beans game

Achievement 

Organising

2. Organising section

This section includes activities that require motor sensory processing, balance and timing. The child needs to organise their body, plan their approach and do more than one thing at a time in a sequential order.

Activities includes tasks such as:

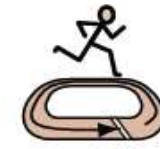
- balancing on a beam
- log rolling
- climbing wall bars
- throwing bean bags into a target
- arm push ups against the wall
- blowing bubbles or blowing a paper ball to a target
- wobble boards for balance work
- T-stool for balance work (one legged stool).
- Skipping and jumping a moving rope



These are skills that may increase a child's focus, attention span and performance within the classroom.



Sensory



Circuits

2

2

2. Organising exercises:



pick

1

1

or

2

2

each



day



beanbag



catch



balance beams



obstacle course



climbing frame



wobble



board



stepping stones



tunnel



crawl

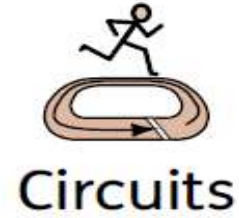
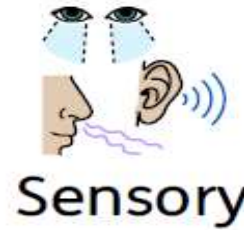
Calming

Calming section

The calming activities are very important as they provide input to ensure that children leaves the circuit and return to their classrooms calm, centred and ready for the day ahead.


Activities include proprioceptive or deep pressure activities such as:

- placing feet or hands in weighted bean bags
- lying under weighted blankets
- having balls rolled over their backs
- hot-dogs (rolling child up tightly in a blanket).

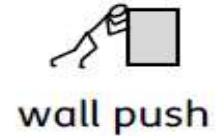


3

3  Calming  exercises:

 pick **1** or **2**

each  day



Impact



1. Enhanced attention
2. Developing strong motor skills
3. Reduced anxiety
4. Improved coordination
5. Improved behaviour
6. Adults who are able to respond and adapt activities to improve the learning outcomes for children

Implementation and sustainability



- Project has been early years and year 1 focussed
- Every morning – delivered by a coach or a trained TA
- Potential challenges: support staff availability

Next Steps:

- Play leaders trained to set up sensory circuit activities in the playground
- Extend to older children

Let's have a Brain Break



Brain Break Breathing

Bubble Breaths

Breathe in deeply and form a bubble in your mouth. Your cheeks should be puffed out. Blow your bubble out of your mouth and push it away from you by blowing out hard and strong. Do this slowly and picture your bubble floating away. Keep breathing in and out deeply. Close your eyes and think about where else your bubble could go. Can you blow it far away? Can you blow it to a friend? Imagine your bubble is returning to you. Open your mouth and catch it for next time. Repeat.

Brain Break Breathing

Bumble Bee Breaths

Open your hands out with the palms facing towards your face. Place your thumbs over your ears and your fingers over your eyes. Close your lips with your teeth slightly apart. Inhale deeply through the nose and breathe in. Count silently 1, 2, 3, 4, 5. Exhale slowly through your mouth and make a humming sound like a bee. Count silently 1, 2, 3, 4, 5. Repeat.



