



Circles for Learning

MWHB Newsletter

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Welcome to 2022!

We hope that you have had a chance to stop and catch your breath during the festive period and New Year! How quickly does the Christmas break go though before we are straight back in and embarking on a new term!

We hope this issue of the MHWB newsletter might give you some inspiration for the new term and weeks ahead. For the eagle eyed among you, you may notice the edition of two new sections to the newsletter-a section for bitesize training and one for posters/images to increase awareness and understanding of Mental Health and Wellbeing that can be used in schools. Have a browse through them and see if there is anything that you think would add value, start a conversation or help children or staff to increase their knowledge of these concepts. Send us through pictures of any of these posters in situ and we can add them to future versions of the newsletter!

Special days in January

1st January National Play Outside day

Article: <https://www.psychologytoday.com/gb/blog/the-baby-scientist/202104/the-benefits-playing-outside>

Resources: Playground Games:

<https://www.wired.com/2009/08/simpleoutdoorplay/>

KS2/3:

<https://mentallyhealthyschools.org.uk/resources/physical-and-mental-wellbeing-lesson-plan/>

Why not celebrate this day with helping children to talk about and understand the importance of playing outside. (Lesson Plan KS2/3) For KS1 teach a range of playground games and get the children try them out and share what they think and then teach them to other children.

11th January International Thank you day

Article: <https://happydays365.org/thank-you-day/international-thank-you-day-january-11/>

Resources:

<https://www.pinterest.co.uk/keriannnoga/national-thank-you-month/>

Why not use the day to help children think about all those people in their lives that help them. Chose one to say thank you to and collect all the ways they might do this. Ge the children to share how the Thank You went.

17th January Blue Monday

Article: [https://en.wikipedia.org/wiki/Blue_Monday_\(date\)](https://en.wikipedia.org/wiki/Blue_Monday_(date))

Resources: <https://www.inc.com/suzanne-lucas/20-things-to-make-you-and-your-office-happy-even-on-blue-monday.html>

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Articles for teachers

- **Article on OCD-** <https://www.acamh.org/topic/ocd/>

"Everyone has unpleasant thoughts, and everyone may think 'did I lock the door?' if they left the house in a rush. However, when it starts to impact upon your day to day life and obstruct other thoughts, you may be suffering from OCD" - Charlotte Dennis, Obsessive Compulsive Diary

- **Lessons from inclusive and nurturing schools** <https://www.thersa.org/blog/2021/06/lessons-from-inclusive-and-nurturing-schools>

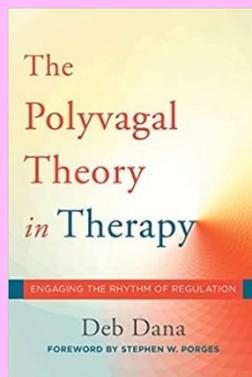
"As pupils return to schools and learn to re-adapt to a 'normal' timetable, worsening mental health amidst high-pressure catch-up may result in more pupils being vulnerable to exclusion. We need to anticipate and monitor that vulnerability and prevent an avoidable rise in exclusions. As one Head Teacher put it as part of the Oxford University 'Excluded Lives' project - which is currently looking at the impact of the pandemic on those at risk of exclusion - 'we need to start building fences along the top of the cliff rather than parking ambulances at the bottom'"

- **Is there a link between neurodiversity and mental health?** <https://www.psychologytoday.com/gb/blog/pathways-progress/202108/is-there-link-between-neurodiversity-and-mental-health>
- **"Peoples words and actions can actually shape your brain"** <https://ideas.ted.com/peoples-words-and-actions-can-actually-shape-your-brain-a-neuroscientist-explains-how/>

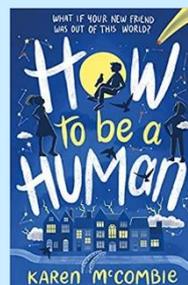
"Part of being a social species, it turns out, is that we regulate one another's body budgets — the ways in which our brains manage the bodily resources we use every day. For your whole life, outside of your awareness, you make deposits into other people's body budgets, as well as withdrawals, and others do the same for you. This has pros and cons, as well as profound implications for how we live our lives."

Book recommendation for teachers

Written for all therapists who want to understand this ground-breaking theory as it might actually show up in their day-to-day practice. This book offers a comprehensive approach to Polyvagal-informed Intervention. Worksheets and experiential exercises designed to map and shape autonomic response provides therapists with a road map for bringing Polyvagal theory into their clinical practice.



Children and young people book recommendation



When the Star Boy's space-pod crashed in the grounds of Fairfield Academy he knows he must seek shelter. Taking refuge in the school's boiler room to await rescue he discovers that the room's small window is the perfect place to watch humans go by.

This book captures the stresses of school and explores what friendship and family really means.

Centre for Mental Health report: Time for Action-Investing in comprehensive mental health support for children and young people



The mental health of babies, children and young people has been the subject of significant public, political and government interest in recent years. This report responds to the **challenge** now facing policy makers - how to make the commitments and aspirations of government a reality. Foremost, it sets out a vision for a comprehensive mental health system for 0-25 year olds. Our analysis identifies the main mental health challenges faced by babies, children and young people, summarises government ambition for them and makes practical suggestions for the delivery of change. Ideas are presented on the understanding that each service is part of a whole, working toward a comprehensive, seamless system: that no part alone can meet everyone's needs, but that together they can provide all children with the best possible chance of good mental health. We are some distance from this in 2021.

Bite size staff training

If you are looking to develop knowledge and understanding of mental health and wellbeing for staff within your school why not consider developing a Bitesize staff training element into your weekly staff meetings. A great way to do this is to show a short video 5-10min on week 1 and then discuss it and the implications it has for practitioners and the impact it has for your school as a whole on Week 2. You can then repeat this for the rest of term. Many schools have found this to be a great way to increase knowledge and understanding for staff. You can also supplement this with interesting information/articles or staff can share things they have found linked to each of the topic areas.

Some ideas for this month....

Neurosequential model

1. Dr Bruce Perry: The Neurosequential model: 7 min
https://www.youtube.com/watch?v=_3is_3XHKKs
2. Dr Bruce Perry: How Stress impacts the brain: 7min
<https://www.youtube.com/watch?v=COMwI2akqgM>
3. Dr Bruce Perry: The power of connection: 7 min
<https://www.youtube.com/watch?v=oEIS6AGwuxU>



Longer video presentation suitable for a staff training day linked to the work of Dr Bruce Perry: 12 min in duration

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

Episode #7 Dr. Bruce Perry-Trauma Informed Educators Network Podcast 1 hour

<https://www.youtube.com/watch?v=Cv2sNQL-Blc>

CPD for staff

- This is a recording of a past webinar, Speech & Language Therapist, Gino Hipolito will help you understand what selective mutism is, how to spot it, how you can support as a non-specialist and how, when and where to go for additional support if needed. <https://www.creativeeducation.co.uk/courses/selective-mutism-recognising-and-supporting/>
- This innovative series of lectures is organised by the Tavistock Trauma Service and is designed to reflect the clinical approach of the work, emphasising an adapted psychoanalytic approach with multi-modality and trauma-informed care, using neurobiological and attachment theory to understand the impact of trauma. <https://tavistockandportman.nhs.uk/training/cpd-courses/tavistock-trauma-service-external-lectures-trauma-series/>
- The Brain, Learning, and Behaviour course looks at a range of areas that have been shown to make a difference to the learning and wellbeing and mental health of CYP. They include: the impact of early experiences on brain growth and development; how to make the most of the learning relationship; learning and the brain; the stress response; adverse childhood experiences; positive childhood experiences; trauma and its impact on the brain; and trauma sensitive schools. <https://courses.circlesforlearning.co.uk/the-brain-learning-and-behaviour>
- Dr Dan Hughes Presents - Helping Troubled Children Heal: What Every Child Professional Needs to Know About the Relational Context of Both Trauma and Recovery <https://www.childmentalhealthcentre.org/dr-dan-hughes-presents-helping-troubled-children-heal-what-every-child-professional-needs-to-know-about-the-relational-context-of-both-trauma-and-recovery>

FREE: <https://www.familylinks.org.uk/online-course-schools>

Podcast: School avoidance:

<https://podtail.com/podcast/the-sendcast/supporting-children-with-emotionally-based-school-/>

Video: Selective mutism in schools:

<https://www.youtube.com/watch?v=AY4SSTT51RI>

Blog: <https://blog.optimus-education.com/team-plan-workload-and-wellbeing>

Whole school resource: Emotionally Based School Avoidance Tool kit: https://westsussex.local-offer.org/information_pages/460-emotionally-based-school-avoidance



Resources for parents

<https://parentingsmart.pla ce2be.org.uk/article/my-child-is-anxious>

<https://parentingsmart.pla ce2be.org.uk/article/supporting-healthy-gaming-habits>

<https://www.youngminds.org.uk/parent/survival-guide/>



Resources for teachers..

- How to get help with selective mutism:
<http://www.selectivemutism.org.uk/wp-content/uploads/2018/03/S-MIRA-Help-flowchart-colour.pdf>
- Stories about teenage mental health
<https://www.bbc.co.uk/teach/class-clips-video/ks3-ks4-PSHE-my-troubled-mind/zdjv7nb>
- Viewing mental health and wellbeing from an early intervention and prevention perspective
<https://jigsaw.ie/exploring-mental-health-and-wellbeing/>
- Whats ADHD?
https://www.mylemarks.com/uploads/4/7/0/1/47012219/mh_handouts_adhd.pdf

Posters to use around school to promote Mental Health and Wellbeing

This is a **brand-new** section aimed to give you some ideas of good posters and images that you could put up around school to help increase colleagues, parents and children/young people understanding and awareness of Mental Health and Wellbeing.

You could pop these up on staff Wellbeing boards, staff rooms or in the corridors to get parents and staff talking.

<https://www.mentallyhealthyschools.org.uk/media/1822/poster-pupils-wmhd.pdf>

<https://www.annafreud.org/on-my-mind/resources/>

<https://www.elle.com/uk/life-and-culture/g34298525/mental-health-quotes/>

Have you just taken the Mental Health Lead in your school?



Are you looking for supervision from a fully trained professional? I am an educational Psychotherapist and Wellbeing Consultant in schools. I can offer zoom or other supervision for SLT and Wellbeing Leads. I am happy to chat and see if this could be useful to you? Drop me an email and we can arrange a time to talk that suits you.

Contact-alisonwaterhouse@circlesforlearning.co.uk

Special days in January continued..



21st National Hugging day

Article: <https://dayfinders.com/hug-day/>

Information: <https://www.forbes.com/sites/alisonescalante/2020/06/09/how-to-give-the-perfect-hug-according-to-science/?sh=5c7689445f9f>

Resources: KS1: <https://torontopubliclibrary.typepad.com/kids-books/2018/01/free-hugs.html>

KS2: <https://www.pinterest.co.uk/pin/116108496615109113/>

The Hug video: https://www.youtube.com/watch?v=12nAI_mLDOg

Why not help children think about the importance of a physical hug on this very special day. It allows children to think about the importance of physical contact, how to ask if someone would like a hug, discussing how physical contact has been difficult during the pandemic, developing empathy and the chemicals involved when we feel safe and can have a hug.

22nd Celebration of Life day

Information: <https://www.timesnownews.com/the-buzz/article/celebration-of-life-day-2021-history-timeline-how-to-observe/710379>

Resources: KS1/2: <https://mentallyhealthyschools.org.uk/resources/how-many-positives-class-activity/>

Resources KS3: <https://mentallyhealthyschools.org.uk/resources/my-self-care-plan-secondary/>

This is a useful day to help CYP celebrate themselves and to think about how they can support themselves to flourish and thrive.

24th National Compliment Day

Resources: General: <https://www.pinterest.co.uk/bootsiejo0323/compliment-day/>

KS1/2/3: <https://www.projectschoowellness.com/national-compliment-day/>

<https://www.twinkl.co.uk/resources/specialeducationalneeds-sen-social-emotional-and-mental-health-difficulties/sen-friendship-and-social-skills/sen-friendship-and-social-skills-giving-compliments>

This is a great day to help children and staff know just how wonderful and special they are.

31st Inspire your heart with art day

Information: <https://www.mentalhealth.org.uk/blog/how-arts-can-help-improve-your-mental-health>

Resources: <https://www.twinkl.co.uk/search?q=national+inspire+your+heart+with+art+day>

<https://www.place2be.org.uk/our-services/parents-and-carers/coronavirus-wellbeing-activity-ideas-for-families/activities-from-the-art-room/>

