



MAKING **S=P+A+C+E** **FOR ME**

Well Being Parents' Workshop

Tuesday 12th November 2019

Always striving to be our best

Making **S=P+A+C+E** for learning





The Starting Point...

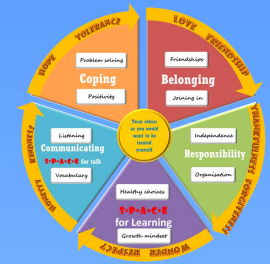


The
CHILD

The
whole
CHILD

Nothing
but the
CHILD





4 Priorities

The
CHILD



Improved
mental health
and wellbeing -
Making
S=P+A+C+E for
ME



Nothing
but the
CHILD



Improved
outcomes
for **EVERY**
CHILD in
Maths

A creative,
continuous and
consistent
mastery
curriculum
preparing for
life

Following
our
**GOLDEN
THREADS**



Making
S=P+A+C+E
for learning

A robust
PSHE
curriculum
to meet the
needs of our
children



The
whole
CHILD



**School
Improvement
Priorities 2019-20**



**Improved
mental health
and wellbeing
- Making
 $S=P+A+C+E$
for **ME****

**Improved
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Raising the Bar AND Closing the gaps:



Ensure the best possible outcomes for **all** children by a focus on mental health and wellbeing

- Building on Making **S=P+A+C+E** to talk
- Introducing Making **S=P+A+C+E** for **ME**



Improved mental health and wellbeing - Making **S=P+A+C+E** for **ME**



A robust PSHE curriculum





Making

S=P+A+C+E for **ME**



- Introduced each week in worship with links to **GOLDEN THREADS** and **S=P+A+C+E** for learning habits – one half term for each of the 5 areas.
- Followed up at every opportunity
- Wellbeing focus week
- Involvement with Xavier Trust “Leading Mental Health Champions” project. Supporting schools to become “mentally healthy”
- Mental Health First Aiders



Aims of tonight



- Understand how mental health awareness fits into our school vision, aims and improvement plan
- Why we are having a focus on mental health
- How the **S=P+A+C+E** for **ME** focus is being developed within the school
- Ways school and parents can work together to promote good mental health



Why focus on mental health?



- 50% of mental health illnesses begin before the age of 14
- 10-20% of adolescents may experience a mental health problem in any given year.
- Changing complexities and challenges of digital world
- National area of focus



Continuum of mental health



Raising awareness fighting depression



**The Queen's Award
for Voluntary Service**

The MBE for volunteer groups



Protective factors:

- High self esteem
- Good relationships

Four Questions when faced with adversity:

1. Does this child have a supportive relationship with a trusted adult?
2. Does this child have quality relationships with a group of friends?
3. Does this child have good problem solving skills?
4. Does this child have an interest hobby or skill?



S=P+A+C+E for ME





S=P+A+C+E for ME

**How this is being developed
in school**



Well Being Week



St Thomas of Canterbury Catholic Primary School
Where every child is special

Name: _____ Class: _____

At St Thomas' we believe we are happier and more resilient when we **Make S-P-A-C-E** for ME. We do this by developing these skills and attributes:

My Targets for this term are:

- To Make **S-P-A-C-E** for ME I can:
- My next step in Maths is to:
- My target from the end of last year is:

Self-evaluation: 😊 😐 😞

Review February 2020:
My next targets are:

Making **S-P-A-C-E** for learning





Whole School Approach



- School wide development of language and literacy around well being
- School can support you: teachers, Inclusion Team, HSLW and ELSA
- Early referrals for help to professionals
- GP for support and early help



**WHAT CAN THIS LOOK
LIKE IN SCHOOL?**



Coping



- To be able to ask for help... in learning... at playtimes..
- To develop a positive mind-set...
- To try to feel optimistic even when....
- To try not to feel over whelmed... and if I do to.....
- When I feel worried to try to.....
- If I feel anxious to try to.....
- To build my confidence by....
- To be able to solve simple problems.
- Feel positive in the face of challenge.
- To know it's ok to have problems and know who to ask for help.



Coping



- To put myself forward in games/ PE playtimes/ Lessons/ class discussions.
- To try to solve a problem first before asking for help.
- “3 before me”
- To be able to start my work independently.
- Knowing who your trusted adult would be if you needed to talk/ had a worry.

We cannot always change a child's circumstances but we can give them the tools to cope and thrive.



Responsibility



- **For my actions...**
- For own personal belongings.
- PE kits/ homework etc .
- Packing own bag/ having correct resources in school.
- To be able to change myself independently and quickly.
- To be able to tie my own tie....own shoe laces...



Responsibility



- Younger children- independently feeding themselves their lunch.
- To take responsibility to follow our Golden Rule at home and at school.
- To take responsibility to follow agreed rules at home and at school.
- Handing in homework at the right times.
- Being a role model in school for younger children/ for others.



Communicating



- To be able to ask for help... in learning... at playtimes...
- To be able to communicate my needs and wants...
- Do develop **listening** skills.
- To show active listening.
- To show active listening by.....



Communicating



- To stretch my vocabulary through reading widely and talking about words at school and at home.
- Always joining in and contributing well in school and at play.
- To be able to follow instructions.
- To develop lovely manners – please and thank you- to show our appreciation.
- Be happy to share our ideas in school/ to present to others.



**HOW CAN THIS BE
MIRRORED AT HOME?
WIBBOBED VJ HOWES**



S=P+A+C+E for ME





Communicating



Spend one-on-one time with your child

Reading

Language

Talking





You're never too young to talk about mental health



- Make conversations about mental health a normal part of life – just like physical health...
- 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 am happy to listen if you need a chat?”
- Ask open questions
- Stay calm with the feelings that arise
- Offer empathy rather than solutions



Coping



- *Dr Matthew Patrick - Chief Executive of South London and Maudsley NHS Foundation Trust.*



- “promoting resilience... and coping with challenges.”



Coping



- If they do share a worry or concern give them the tools to solve it – (talk to the teacher) but equip your child too. As parents we cannot “solve” everything for them.
- Give them some strategies/ways to solve the problem themselves first.

We cannot always change a child's circumstances but we can give them the tools to cope and thrive.



Questions that promote ability to cope...



Avoid:

- Was school fun today?
- Were you happy at playtime?
- Who did you play with?
- Was anybody mean to you?
- Were you on your own at lunchtime?
- Tell me something good about your day

Instead:

- What was the best thing about your day?
- What was the most fun thing about playtime/lunchtime today?
- What did you enjoy learning today?



Belonging...



Where do they feel they belong?

- School
- Family
- Church community
- Other clubs/ activities

These promote:

Social connectedness
with a supportive peer
group

Passion

An interest, hobby or
skill that the child
highly values in
themselves



Belonging...



- To consider joining a club.
- To play widely- with new/ different people.
- To be able to play with a wide range of people.
- To be able to work with a range of people/ different learning partners.
- Making new friends.



Responsibility...



Avoid doing too much for your child

Give children responsibility



Give children choices

Children learn to make good decisions by having a chance to make and participate in decisions, not just by following what parents tell them is the right thing to do.





Responsibility...



- For year groups with residential trips consider setting a target to prepare the children eg.
- To be able to put make my own bed.
- To have had a sleep over with friends/ family before the residential.
- To try a range of new foods.
- Year 6
- Independence with walking to local shop/ friend's house.



$S = P + A + C + E$ for learning



Success =

Perseverance

+A positive, can-do Attitude

+Confidence

+Effort

- Use language of positive learning habits
- Praise effort rather than outcome
- Value homework
- Read with and to your child
- Role model



S=P+A+C+E for learning



Perseverance

A St Thomas' Learner...

NEVER GIVES UP
TRIES AND TRIES AGAIN
Isn't afraid to get things

wrong

Is resilient

Always gets involved and has a
go

A positive, can-do Attitude

A St Thomas' Learner...

BELIEVES IN THEMSELVES

Has a GROWTH mindset

Wants to take part

Is always optimistic

Encourages others

LOVES LEARNING

Confidence

A St Thomas' Learner...

Is happy

Knows they CAN

Believes in the power of yet

LEARNS FROM THEIR
MISTAKES

Is happy to share

Knows they are valued and loved

Effort

A St Thomas' Learner...

Is always ready to learn

listens

Isn't distracted

Makes good use of time

WORKS IN THEIR CHALLENGE ZONE



$S=P+A+C+E$ for learning



- Any aspect of SPACE that is relevant to the child to develop
 - eg to develop as a learner by being more confident.
 - eg to develop as a learner by being more always putting in my best effort.
- To make healthy choices- with food and taking chances to be active and getting enough sleep.
- To make healthy choices by regulating screen time and having a range of interests.
- To actively join in the 10 minute daily walk.
- Being ready to learn.



Future workshops



4th February

Helping your child make $S=P+A+C+E$ for ME – looking at the needs for resilience and good mental health (Session 2 of 3)

Promoting high self esteem and resilience

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23rd March

Helping your child make $S=P+A+C+E$ for ME – looking at the needs for resilience and good mental health (Session 3 of 3)

Helping your child with anxieties or worries



ANY QUESTIONS?

Thank you for coming!