



Mrs Finch's' Seasonal Newsletter



Friday 3rd November 2017

Dear Parents and Carers,

I am delighted to be sharing my first Newsletter of the year with you. My role as Assistant Headteacher (Social and Emotional Inclusion) seems a little ambiguous. Hopefully after reading this you will have a greater understanding about my team and our role at Colmers.

The Emotional and Social Inclusion team comprises of a number of key staff. Mrs Meredith and Miss Dennis in the Renaissance centre, Mr Jones and Ms Adie Drackley as outreach and integration staff and Mrs Wilson as the student welfare officer. Teenage years are a time of great change physically, emotionally and socially. Young people often have to cope with many different situations, new experiences and challenges like exams, relationships, social media, alongside many other every day pressures of growing up. At times they can find it hard to identify how they feel and why they feel the way they do. The way they feel can both positively and negatively affect their thoughts which subsequently affects behaviours. The social and emotional inclusion team provide numerous levels of support and personalised pathways for a number of students at Colmers. The team provide students with the skills to self-regulate their emotions and develop resilience which in turn helps young people to be more successful.

Well being

As the nights start drawing in we can all feel our energy levels drop and develop a greater sense of a need to hibernate. Or is that just me? And yet for many of our older students in KS4 and 5 this is the most important time of the year where vital preparation for exams is well underway. Therefore, it is vitally important that students look after both their physical and emotional well-being. It is easy for us as parents and teachers to identify when a child is physically unwell, but it isn't so easy to see the signs of emotional health.

On most occasions young people find it easy to talk to their parents / carers or teachers about their feelings. However some young people may find it hard to do so for many different reasons. Therefore, it is important that we as teachers, parents or carers can recognise the nonverbal signs that indicate how they may feel. For example, unexplained moodiness, uncharacteristically getting in trouble at school or at home, becoming angry, seemingly overreacting, becoming quiet or withdrawn, loss of or gain in appetite. Some people also get aches and pains that can happen when they are unable to describe how they are feeling.



Some key facts

- 1 in 10 children have a diagnosable mental health disorder – that's roughly 3 children in every classroom.
- 1 in 5 young adults have a diagnosable mental health disorder
- Half of all mental health problems manifest by the age of 14, with 75% by age 24
- Almost 1 in 4 children and young people show some evidence of mental ill health (including anxiety and depression)

What are we doing as a school to promote positive emotional wellbeing and good mental health...

We have held assemblies to raise awareness of positive wellbeing and what we can do to improve our emotional wellbeing. As part of the enrichment afternoons Mrs Hewston has a mindfulness group session. Over the past 7 weeks students have gone walking around the Lickeys, participated in yoga and body balance classes, dabbled with colouring and mindfulness.

The Learning Pod - The Learning pod in the Bridge has been launched to Year 7 and 8 students. The learning pod is a quiet space which is open at break times for lower school students to read, complete homework or quietly chat to their friends. It is supervised by staff and senior prefects.

Helping Hands - Twice a week prefects are assigned to a lower school tutor group. They provide support and an alternative 'mentor' for lower school students to talk to, ask advice of and share any problems, worries and thoughts. Each lower school tutor group has four prefects assigned to them.



What can parents/ carers do to promote good emotional wellbeing and good mental health?

Talk to your child. It might be best to talk to them when you are not feeling cross or emotional. Ask questions and listen to what they have to say. If you explain what is bothering you, use phrases like - 'I think', 'I feel' – rather than 'you seem to', 'you always'. Hopefully this will reduce tension and barriers. Set time aside, and invite them for a 'chat'. It might be worth starting the conversation with ...“I wonder”, “Have you thought about”, “It might be a good idea if..”.

Talk to us. Pick up the phone and contact your child’s HOY who will then if needed contact one of the Social and Emotional team.

Talk to your GP.

What can young people do to promote good emotional well being and good mental health?

- 1.Exercise regularly
2. Eat healthily
- 3.Find time to relax and have fun
- 4.Be careful how they use Social Media
- 5.Report bullying
- 6.Treat others how they want to be treated
- 7.Talk about it to friends, family or teachers.



Where to go for further advice...



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



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

Access the sharp system
via Colmer’s portal.



CAMHs (FTB) <https://www.nhs.uk/nhsengland/aboutnhservices/mental-health-services-explained/pages/about-childrens-mental-health-services.aspx>

PAUSE centre, Digbeth Birmingham. Open 7 days a week. Offers a walk in service.

<https://www.forwardthinkingbirmingham.org.uk/services/13-pause>

Thanks for reading and have a safe and enjoyable bonfire weekend!

Sarah Finch



Achieving Excellence by **B**elonging Together and **C**hallenging Mind-sets

