Mental Wellbeing At Heber

February 2025

Aims

- To understand why we prioritse teaching emotional literacy (EL)
- How we teach EL - RULER
- Gender Stereotypes and mental health
- Interventions and individual support
- Regulating emotions

Why pupil mental health matters

1 in 6 children aged 5 to 16 has a probable mental health problem

52% of young people surveyed in 2023, said they'd experienced negative emotions that affect their everyday life

Since the pandemic, 44% of young people are above the threshold for 'probable mental ill health'

1 in 5 children and young people aged 8 to 19 in England has experience of a mental health difficulty

Around 200 children in an average secondary school in England will currently be experiencing difficulties with their mental health

What is mental health?

Everyone has mental health, just like we all have physical health. It's a key part of our overall health and wellbeing.

Mental health is more than the absence of a mental disorder. Mental health is a state of mental wellbeing that lets people:

Cope with the stresses of life	Realise their abilities	Learn well and work well	Contribute to their communities

What is mental health?

Mental health is a state of well-being that allows people to cope with stress, be productive, and contribute to their community
Mental health is affected by many factors, including physical health, social support, and self-esteem
Good mental health involves self-care, stress management, and seeking help when needed

What is mental illness?
Mental illness occurs when the brain isn't functioning properly, which can disrupt thinking, emotions, behavior, and physical functioning

Mental health spectrum experiences

Healthy

Feeling able to work, study, and connect with others

Coping

Feeling some pressure but doing okay, such as when dealing with loss, financial difficulties, or relationship problems

Struggling

Dealing with major life challenges and at high risk of becoming unwell, such as after experiencing a major trauma

Unwell

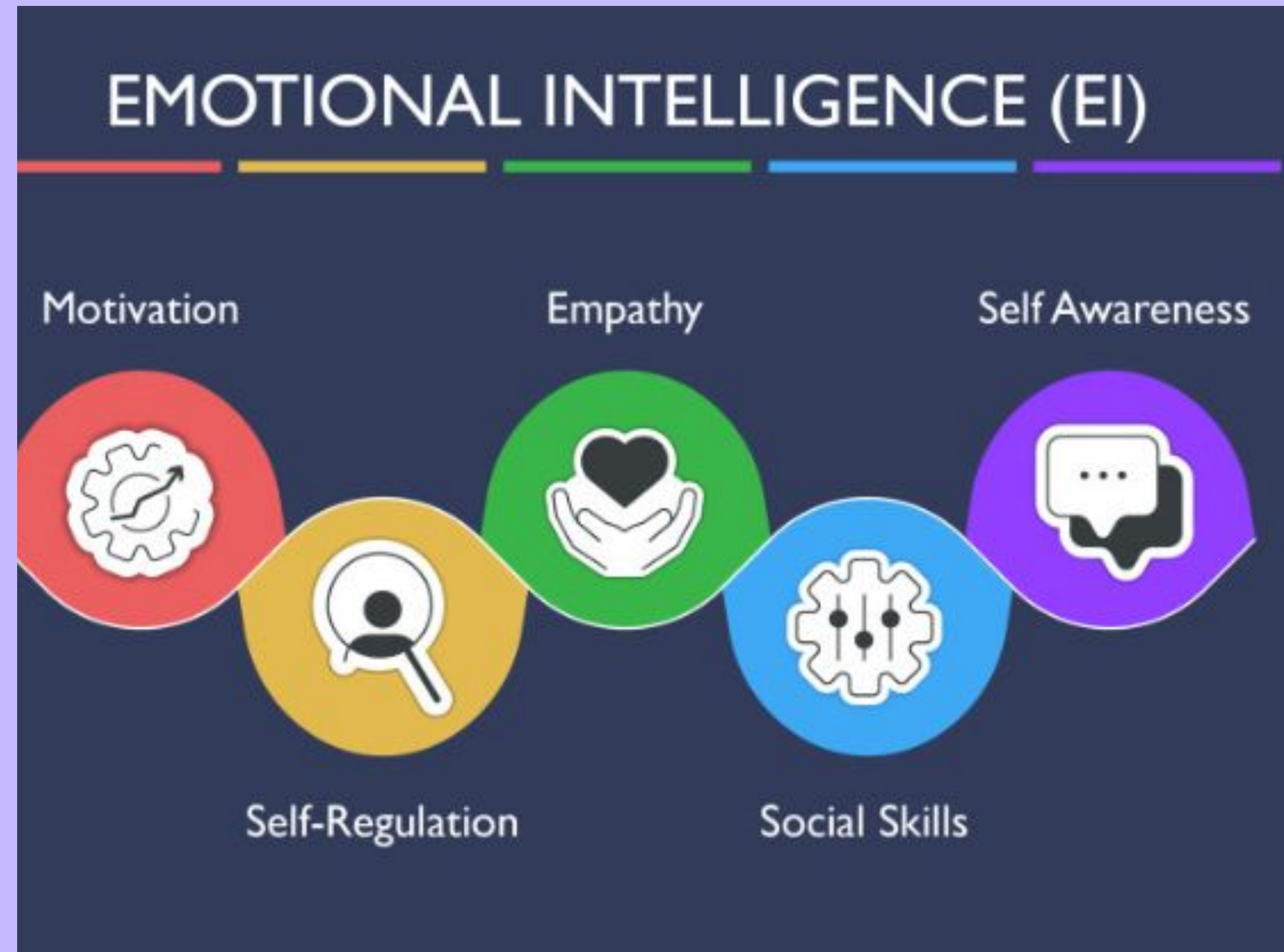Experiencing poor mental health, such as a diagnosed mental illness that's causing distress and i
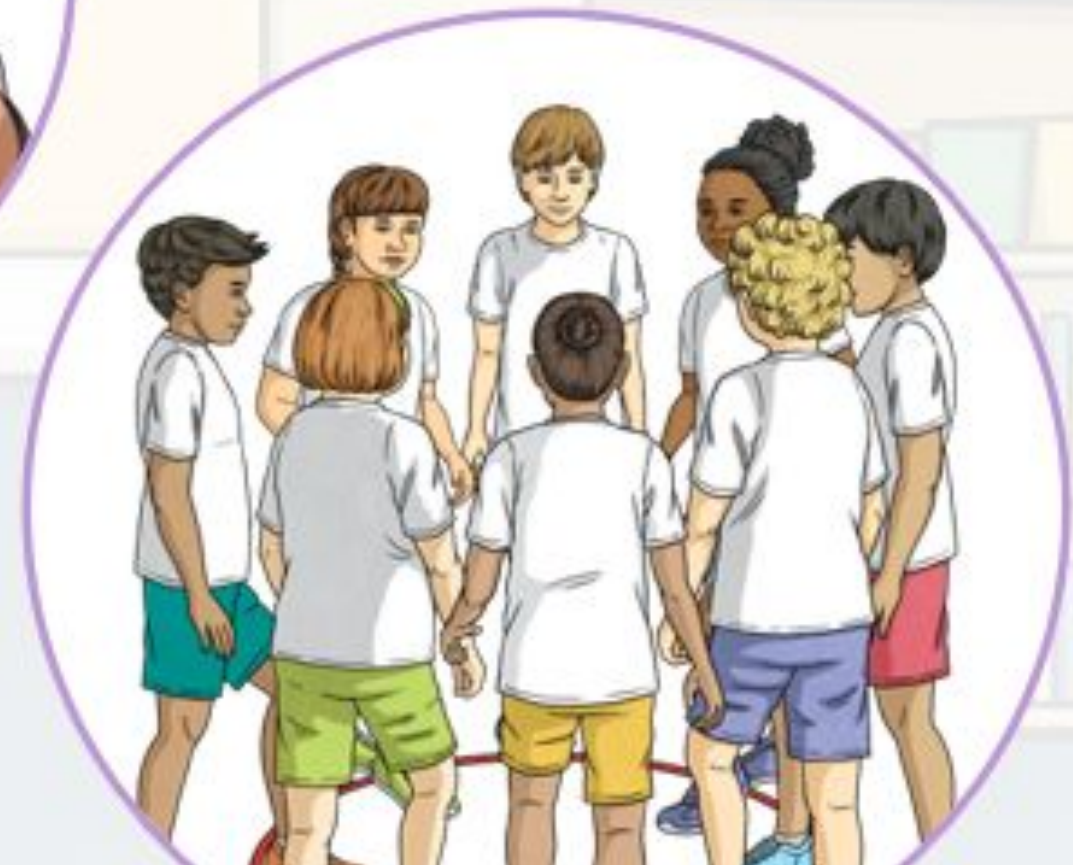
Healthy   Coping   Struggling   Unwell

RULER

Why do we use RULER?

Feelings and Emotions

Mental health is all about how we are feeling, the thoughts we are having and how this affects the choices we make and how we behave. It is also how able we are to cope with what is happening in our daily lives.

EMOTIONAL INTELLIGENCE

This is why we have RULER.

Emotions Matter!

Research shows that emotions influence:

- Attention, memory, and learning

- Decision making

- Creativity

- Mental and physical wellbeing

- Ability to form and maintain positive relationships
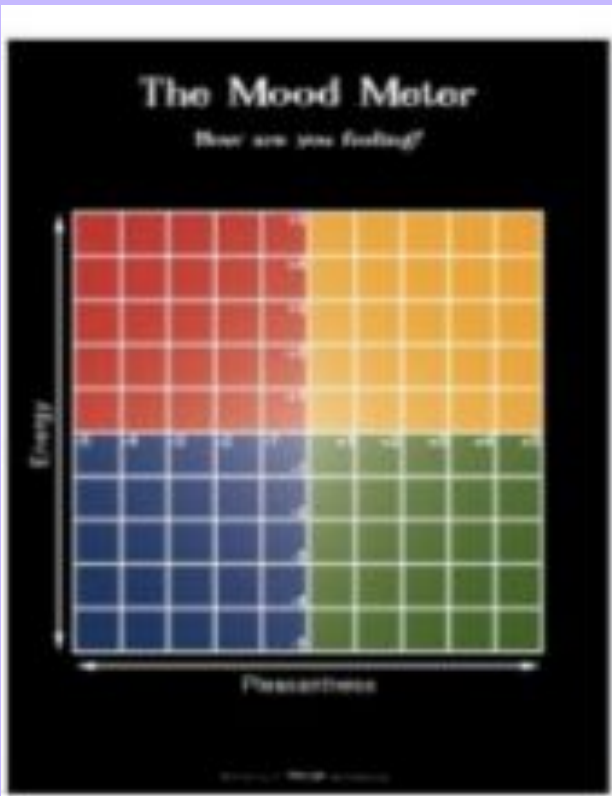
- Academic and workplace performance

RULER helps us to understand the importance of emotions in our everyday effectiveness. It is in everything we do at school.

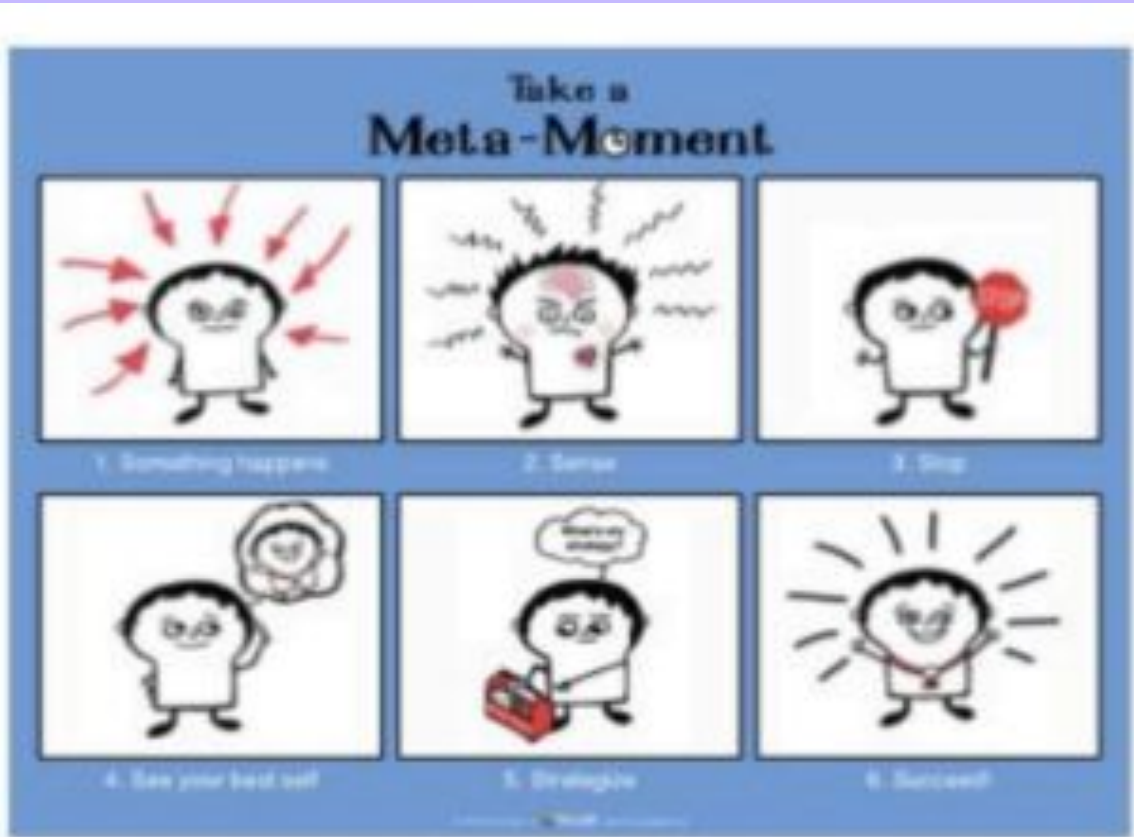# What are the RULER Tools we use to help our Emotional Intelligence?
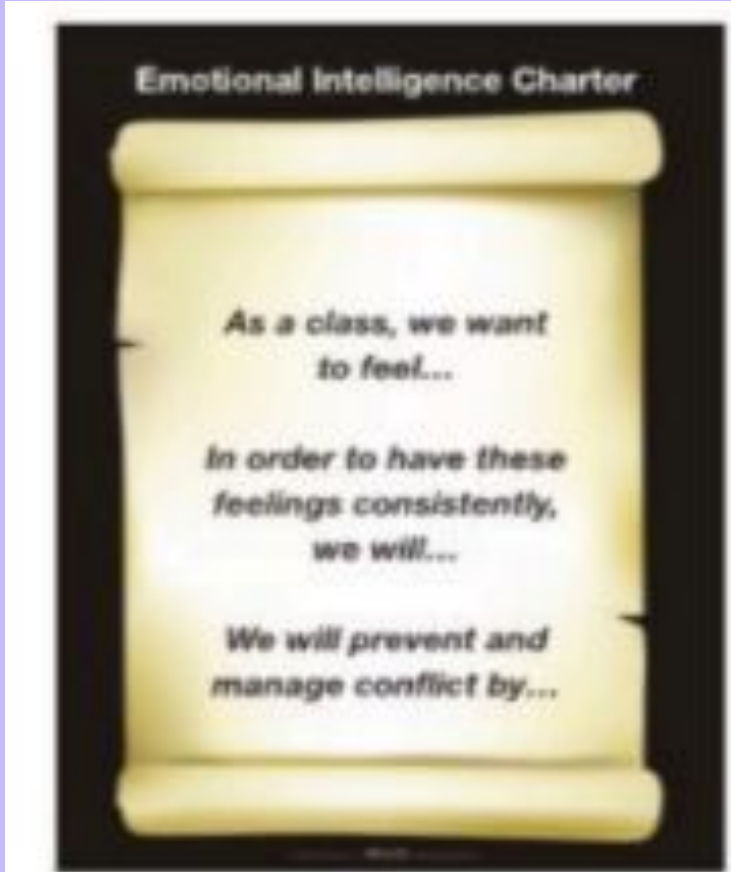
Charter

Establish safety based on norms

Mood Meter

Increase self-awareness and emotion regulation

Meta-Moment

Manage response when triggered

Blueprint

Perspective taking

What do you need to remember from this assembly?

We use RULER to help your mental health and teach you emotional intelligence.

RECOGNIZE — Recognizing emotions in oneself and others.

UNDERSTAND — Understanding the causes and consequences of emotions.

LABEL — Labeling emotions with a nuanced vocabulary.

EXPRESS — Expressing emotions in accordance with cultural norms & social context.

REGULATE — Regulating emotions with helpful strategies.
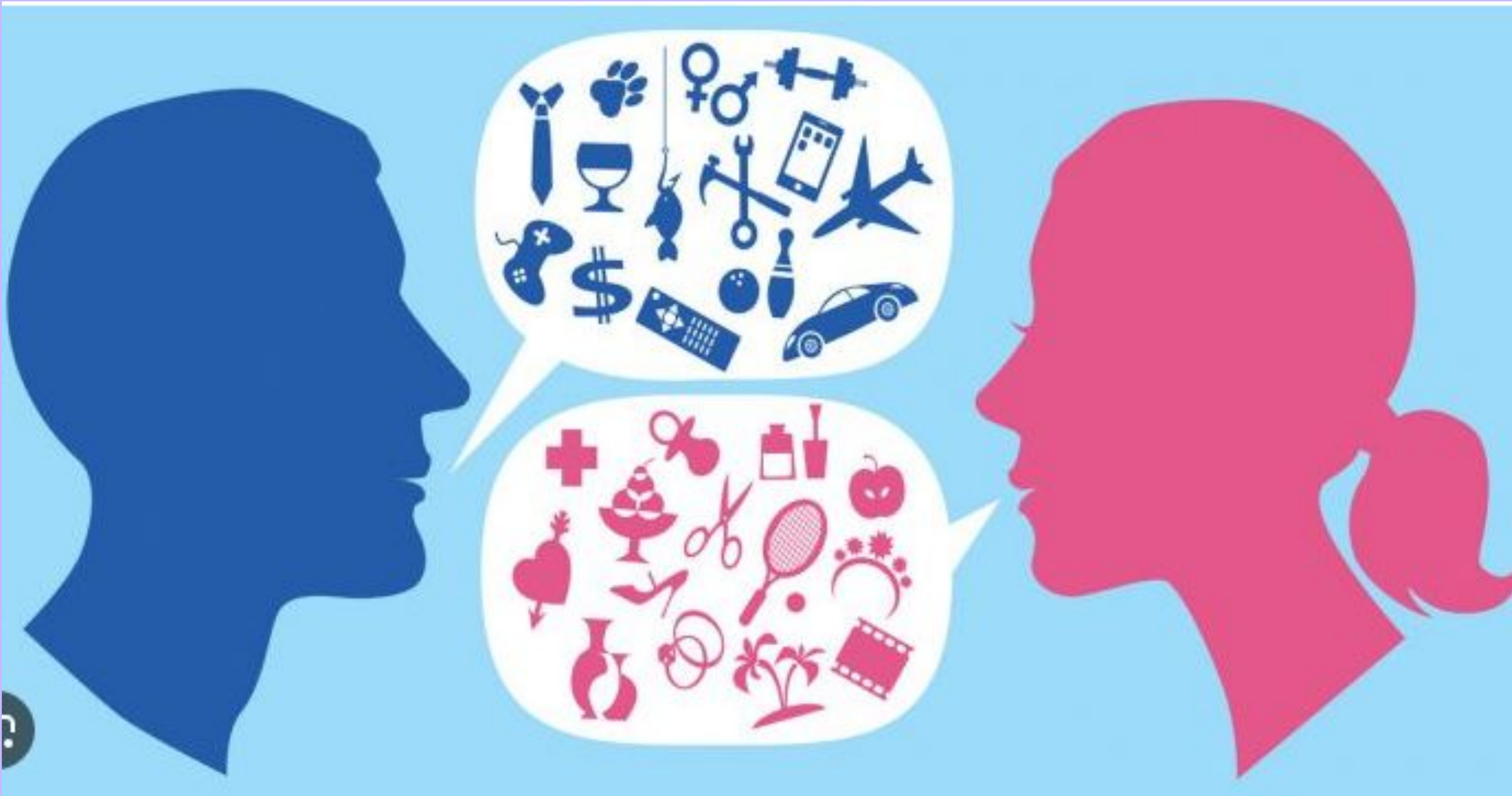
Mental Health and boys!

The Stats

14% of 11-16-year olds have a mental disorder[7]

White working-class boys in England are the lowest academic achievers at the age of 16 for any socio-economic class grouping[8]

7% of boys have a behavioural disorder (vs. 5% of girls)[7*]

£260,000 estimated lifetime cost of a child with severe behavioural problems[9]

4x children from low-income families are four times more likely to experience mental health problems than higher-income families[15]

69th British 15-year-olds ranked 69th out of 72 countries in the world for life satisfaction, with boys in particular among the least satisfied with their lives[16]

77% of permanent school exclusions across England were boys[12]

3.5x Black Caribbean boys are three and a half times more likely to receive a permanent exclusion compared with white boys[2]

2x Young people from a BAME** background are twice as likely as their white peers to be compelled to access mental health help via the courts, social workers, custodial settings[13]

Gender Stereotypes

Gender stereotypes, on the surface, may seem like a trivial issue, but it's not just a case of too much pink and blue. If we impose rigid ideas of masculinity and femininity on children, we limit their potential and actually cause real harm in later life. **Gender stereotypes teach boys not to express their emotions, and tell girls to be nice and obedient and to care about their appearance**. It is no surprise enough that only 8% of STEM apprentices are women or that men only make up 18% of care roles.

Reinforcing Sterotypes

In School

- Books available
- Language used by staff
- Games played / encouraged
- Toys available
- Unconscious bias
- Thoughts / ideas surrounding biology

5min 15.

Outside / In the home

- Clothes
- Packaging
- Language
- Thoughts / ideas surrounding biology.
- Toys
- Roles in the home
- Preconceived ideas

31min24

TOP TIPS FOR BOYS AND YOUNG MEN: BUILDING SELF-ESTEEM

By Dr Nihara Krause, Consultant Clinical Psychologist

1 What makes you who you are? Give yourself a few moments to reflect on your top three qualities on a regular basis.

2 Go on a fact-finding mission to find out three further positives about yourself. This might be thinking of common compliments people give you, asking your best mates, or focusing on them yourself.

3 A negative mindset leads to negative self-evaluation. Work on changing the negative words you use to describe yourself to positive ones.

4 Do something you are proud of. It doesn't have to be aiming to be a rocket scientist, just a small task you haven't done before.

5 Take steps towards making one new connection every day. It might be smiling at someone you haven't before or joining in a new activity.
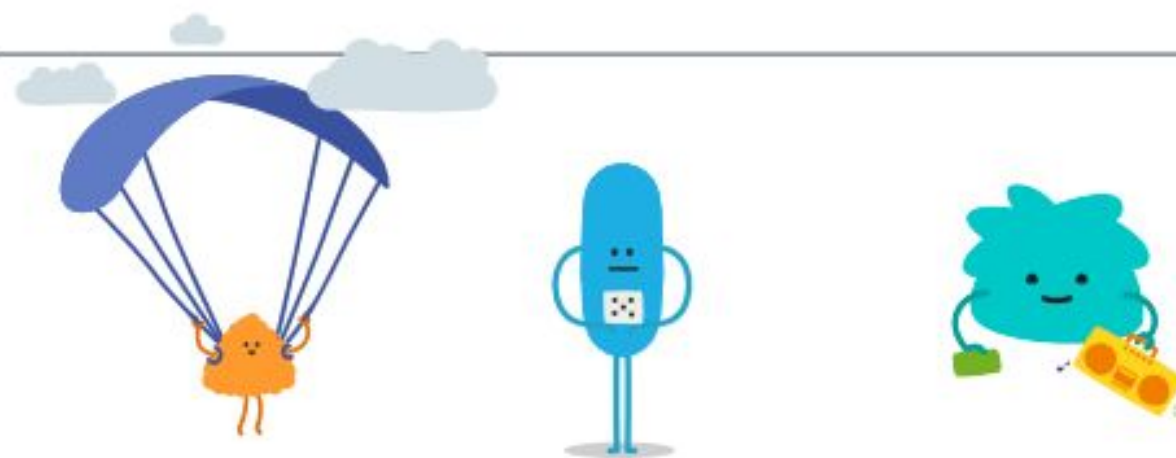
6 Generate a kind thought towards yourself every day. This can either mean thinking something kind or catching an unkind thought and changing it.

7 Competitive? Remember that the opposite side of the coin of winning is losing. Don't give up if you lose, realise you've just not got there 'as yet' and plan on how you will get there, one step at a time.

8 Substitute the word 'different' for 'better.' So, rather than saying 'he's better than me' say 'he's different to me.'

9 Don't get mad to hide being sad. Don't fight to hide fear. Be open about your feelings, they are what make people strong.

10 It's hard to get the balance right. Being overconfident or arrogant can be a way to hide low self-esteem. Balance being overconfident with being grateful.

Self Regulation

We approach self-regulation skills in the same way we approach other skills, academic or social: isolate that skill and provide practice for those who need it.

When you think of it as a skill to be taught — rather than, say, just bad behavior — it changes the tone and content of the feedback you give.

The key to learning self-regulation skills, is not to avoid situations that are difficult for children to handle, but to coach kids through them and provide a supportive framework — "scaffolding" the behavior you want to encourage — until they can handle these challenges on their own.

Baby Steps! If a child is struggling to come in to school we adjust the morning. Maybe they come in but don't go straight to class.

If play times are a problem or games - we would put adult support in place and look for (and reward) those little wins!

Key words are SPACE and TIME

Child psychologists stress that when parents or teachers approach impulsive, inappropriate behavior calmly and give them time, children can learn to choose better ways to respond to that situation. The feedback children need is non-judgmental and non-emotional: what went wrong, and why, and how they can fix it next time.

Possible reasons for behaviour: Get/obtain sensory input or stimulation

Get/obtain power and status

Type of behaviour	Potential triggers	Signs of behaviour	Proactive strategies	Strategies during behaviour	Re-active strategies	Follow up
Oppositional defiance – talking back, insulting adults, challenging decisions	Open ended responses e.g, why are you doing that? Could be entering into arguments, to meet physical/sensory stimulation	Previous incident Following playground	• Establish clear rules and expectations before each activity • Establish clear result/ consequences for all • Calm, neutral voice. • Validate student feelings e.g, *I understand you may not like music, what could we do to manage that?* • Pre-empt potential difficult situations by emphasising expectations and positives • Consider length of time of activities and ability to sustain, provide breaks that allow for re-stating of expectations and rules • Consider sensory environment – too noisy, space, lights, clutter	• Avoid directed language.. *what are YOU doing? YOU need to.. etc* • Avoid facing directly, student seeks confrontation • Avoid negatives – no, don't you, cannot, stop • Avoid reinforcing the negative by giving attention, entering argument. Strategically ignore for 90 seconds, reinforce/reframe positive	• Finish game, gather together and reset for clarification in expectations • Space away from others (switch adult if possible) • Follow through on any consequences	Debrief with student to look at what happened, what Harry chose to do, what he could have done instead
Obstructing others from doing/playing – standing in the way of games, disrupting others from playing	Perceived unfairness Unable to take part the same as others	Previous incident Following playground				Debrief with student to look at what happened, what Harry chose to do, what he could have done instead

My Reward Chart

If I get 4 stars

I will earn

Ipad

There should only be ONE very specific target they're working towards.

Instead of 'do as your asked' it should be to follow **an** instruction Mum / Dad give you.

Instead of 'don't be rude' make it specific - look at me while we are talking.

Instead

In school we have weekly PSHE lessons and follow a curriculum which builds on the 'good to be me' theme and teaches children to identify what makes them special and unique.