



Yr 9 Parent Information Evening:

Mental Health & Wellbeing



CATCH IT, CHECK IT, CHALLENGE IT, CHANGE IT.

The 4 C's of managing thoughts and emotions.



CATCH IT

Catch or identify the thought that came before the emotion.



CHECK IT

Check the thought and emotions. Recognise, attend, and reflect on the emotion and thought. Validate your emotions.



CHALLENGE IT

Challenge it. Is there evidence? What are the facts? Remember behaviour and emotions are two separate things.



CHANGE IT

Change or replace your thought, or action with a more helpful, realistic, and encouraging response. Choose what is best to move forward.



Thought → Emotion → Action.

The 4 C's Tool

- Self help – cognitive biases/automatic thoughts
- Support worksheet-student
- Parent/Carer scripts

Empowering young people by providing them with the tools they need to express themselves, with thoughts and emotions.

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CATCH IT

Catch or identify the thought that came before the emotion.



CATCH IT:

What emotions are you experiencing? What thoughts are you having? Be aware. How intense is this? Acknowledge something might be wrong and if your emotional state has changed? Put the emotions you are experiencing (or your best guess) into words.

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CHECK IT

Check the thought and emotions.
Recognise, attend, and reflect on the
emotion and thought. Validate your
emotions.



CHECK IT:

Are you perhaps thinking that things are worse than they really are? Reflect on how accurate and useful this is? Recognise and attend to the emotion and thoughts. *What did those thoughts/emotions mean to me, or say about me or the situation? What has triggered this? What am I actually responding to?*

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CHALLENGE IT:

What is **1**. The evidence for and **2**. The evidence against these thoughts? Is there something you have overlooked or have you jumped to conclusions? Are you using catastrophic language or other unhelpful thinking styles? Help to contextualise the perceptions. What **facts** do I have that the unhelpful thought/s are NOT totally true? Is it possible that this is opinion, rather than fact?

Note: An opportunity to connect, teach and learn here. Set limits & boundaries if needed. It is important to accept & validate emotions but this doesn't mean you are accepting or allowing inappropriate behaviour. Behaviour & emotions are two separate things.

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CHANGE IT

Change or replace your thought, or action with a more helpful, realistic, and encouraging response. Choose what is best to move forward.



CHANGE IT:

Considering all of the above, is there another more helpful and balanced way of thinking or actions which can be taken? Do you need to change or choose to replace the thought or action to a more helpful, realistic and encouraging one to help you through this? Reflect and explore. How might this change your emotion to the situation now? Sometimes you will be able to change an unhelpful thought to a positive or neutral one, but this will not always be possible. Do not worry about this, its still helpful to be in more control and benefit from this process of reflection. Consider accepting and committing to moving forward. Talk to a trusted adult if you need further help, seek support if needed.

Student signposts in school



**WORRIED?
NEED TO TALK?**

Student Office
Head of Year
Safeguarding Team
Trusted Adult
Tutor

**ALL
OF THESE PEOPLE
ARE HERE TO HELP
YOU**

Safeguarding Team

Miss Mason Mr Martin Mr Jahson Ms Harwood Miss Roijers Mrs Taylor DDSL Mrs Browne DSL

YOUR SAFETY IS IMPORTANT TO US
This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



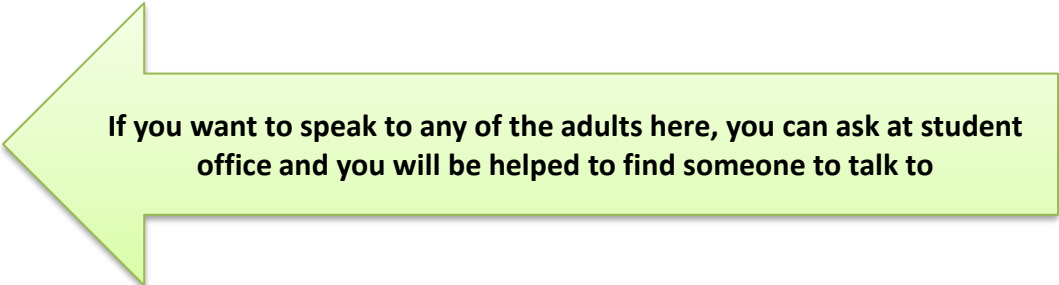
Mrs Browne is the Designated Safeguarding Lead.

You can find her in her First Floor office, by the staff room in the Main Block.



Mrs Taylor is the Deputy Designated Safeguarding Lead.

You can find her in the Safeguarding Office on the First Floor of the Main Block, next to the balcony by the lift. Miss Roijers, Ms Uttridge (Mon-Weds) and Ms Solomon (Thurs, Fri) can also be found here!



If you want to speak to any of the adults here, you can ask at student office and you will be helped to find someone to talk to

Student Voice – our website



“Every child has the right to express their views, feelings and wishes in matters affecting them, and to have their views considered and taken seriously.”



[HOME](#)

[GIVE FEEDBACK](#)

[ARE YOU WORRIED, NEED TO TALK?](#)

[YOU SAID, WE DID](#)

WELCOME TO THE STUDENT VOICE PAGE

One of the most important aspects of any school is the voice of the student body. Student voice is the biggest spur for positive change at any school, and it is important that this voice is being listened to. This page has been created so that students can use their voice to:



WHAT WORKS AND WHAT DOESN'T

Use our interactive maps to let us know how safe our community is and identify areas where we need to act.

[Give Feedback](#)



ARE YOU WORRIED, NEED TO TALK?

Confidential support and guidance about specific issues that may be causing you concerns or worry.

[Seek Support and Guidance](#)



Mental Health in Schools Team



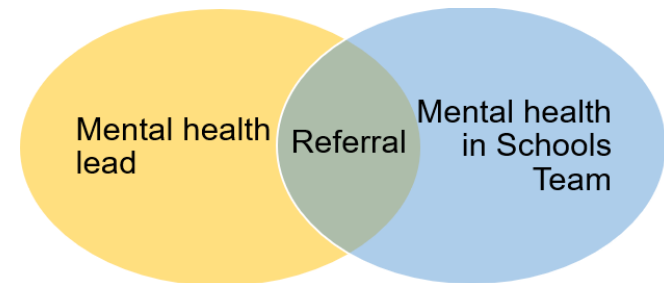
The Mental Health in Schools Team consists of Trainee and Qualified Educational Mental Health Practitioners (EMHPs), Senior Mental Health Practitioners, Team Leaders, a Clinical Lead and Service Lead.

Education Mental Health Practitioners work directly with the schools they are attached to. The aim of this role is to offer early intervention to young people as well as targeted support for the school.

Senior Mental Health Practitioners work across the city also delivering 1:1 interventions and workshops, and provide supervision to EMHPs. Joint work with mental health leads.

Whole School Approach

1:1 support
Group support
Workshops





Who we can support in MHST...



Young people with mild to moderate presentations of:

- Low mood
- Anxiety/Worry
- Separation anxiety
- Sleep Hygiene
- Panic Management
- Behavioural difficulties (brief parenting support) – usually for under 11s
- Training parents and teachers to support interventions with children
- Short-term phobia exposure work
- Mild/early onset Obsessive Compulsive Disorder (OCD)

- Post Traumatic Stress Disorder following single event trauma
- Mild Social Anxiety

We may be able to work with:

- Assessing self-harm and supporting alternative coping strategies. Pupils with history or thoughts of self-harm, without intent of significant harm to themselves.

**Support may be in the form of groups, workshops or 1:1.*

SOUTHAM COLLEGE SUPPORTING MENTAL HEALTH

WHAT IS MENTAL HEALTH?

The World Health Organisation describes 'mental health' as "a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community."

OUR VISION

At Southam College, our vision is to promote positive mental health for every member of our staff, parent/carer and student body. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. We pursue and commit to this aim using both universal, whole school approaches and more specialised, targeted approaches where appropriate.

HOW DO WE APPROACH MENTAL HEALTH UNIVERSALLY ACROSS THE WHOLE SCHOOL?

At Southam College, we promote positive mental health for all. All students are taught about mental wellbeing through our Character and Culture curriculum, educating them in an age-appropriate way the skills, knowledge and understanding to keep themselves and others mentally healthy and safe. Students receive tutor mentoring, providing an opportunity to discuss any worries or concerns with a trusted adult. Safeguarding Week and Mental Health Awareness Week are celebrated, as well as World Mental Health Day, enabling students to focus on aspects of mental health through a range of activities. Our student 'Wellbeing Team' also help to lead events and campaigns to raise awareness about steps students can take to protect and support their own health and wellbeing.

HOW DO WE PROVIDE SPECIALISED TARGETED APPROACHES TO MENTAL HEALTH?

At times, young people may find themselves experiencing a mental health difficulty. All staff and students are educated on who to talk to in a time of mental health difficulty; this includes the Designated Safeguarding Lead (Megan Browne), Deputy Designated Safeguarding Lead (Tom Partridge), Senior Mental Health Lead (Shelie Campbell-Birch), other trained safeguarding staff, Heads of Year, tutors or any trusted adult in school. When a concern is raised about a young person's mental health, the Safeguarding and/or Mental Health team will work collaboratively with the student, their parent(s)/carer(s) and other relevant adults if required, to identify the most appropriate targeted support. This could include external providers such as MHST, Compass, Lifespace, Counselling, RISE or Art Therapy.

☎ 01926 812560

Kindness Confidence Resilience

MORE INFORMATION  www.southamcollege.com

NOV 2023

WARNING SIGNS OF MENTAL HEALTH DIFFICULTIES

Like physical health, mental health is something we all have. It will fluctuate daily and change over time. There are many possible warning signs which may alert an adult that a young person is experiencing a mental health difficulty. These include:

1. The student reporting there is a problem, e.g. feeling low or anxious recently
2. Significant changes in the student's appearance, e.g. weight loss/gain, decline in personal hygiene, signs of self-harm
3. Changes in mood, for example: mood is very up and down, miserable, tired, withdrawn
4. Physical signs of harm that are repeated or appear non-accidental
5. Changes in eating patterns or sleeping habits
6. Concerns expressed from peers, family, other staff members
7. Changes in behaviour, academic achievement, extracurricular activity engagement, or among peers: E.g., doing too much work, not socialising as much as usual, withdrawn, not attending school, being late
8. Increased isolation from peers, family
9. Talking or joking about self-harm or suicide
10. Abusing drugs or alcohol
11. Expressing feelings of failure, uselessness, or loss of hope
12. Changes in clothing - e.g. long sleeves in warm weather
13. Secretive behaviour
14. Skipping PE or getting changed secretly
15. Repeated physical pain or nausea with no evident cause

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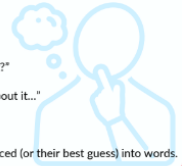
The 4 C's of managing thoughts and emotions.

The 4 Cs: Coaching scripts for Staff, Parents, Carers to Support Students

CATCH IT

Catch or identify the thought that came before the emotion.

- "How were you feeling when that happened?"
- "What did it make you feel like?"
- "Have you felt that way before?"
- "Can you remember what happened to make you feel like that?"
- "Can you tell me what happened?"
- "I can see that something's not quite right - can you tell me about it..."
- What emotions are you experiencing?
- What thoughts are you having?
- How intense is this?
- Support the young person to put the emotions being experienced (or their best guess) into words.



CHECK IT

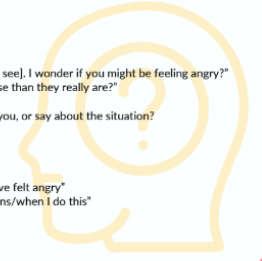
check the thought and emotion. Recognise, attend, reflect, empathise.

Recognise, attend, reflect

- "What does/did your body feel like?"
- "What feelings are/were you having?"
- "What does/did it make you want to do?"
- "I wonder if you are feeling angry."
- "I can see that you are [describe what you can see]. I wonder if you might be feeling angry?"
- "Are you perhaps thinking that things are worse than they really are?"
- "How accurate and useful is this?"
- "What did those thoughts/emotions mean to you, or say about the situation?"
- What has triggered this?
- What are you responding too?

Empathise:

- "I'm sorry that happened to you, you must have felt angry"
- "I can see that you get angry when that happens/when I do this"
- "I would feel angry if that happened to me"
- "It's normal to feel angry about..."
- "It's OK to feel angry about..."



Thank you for attending the
Mental Health & Wellbeing session

Take away
resources