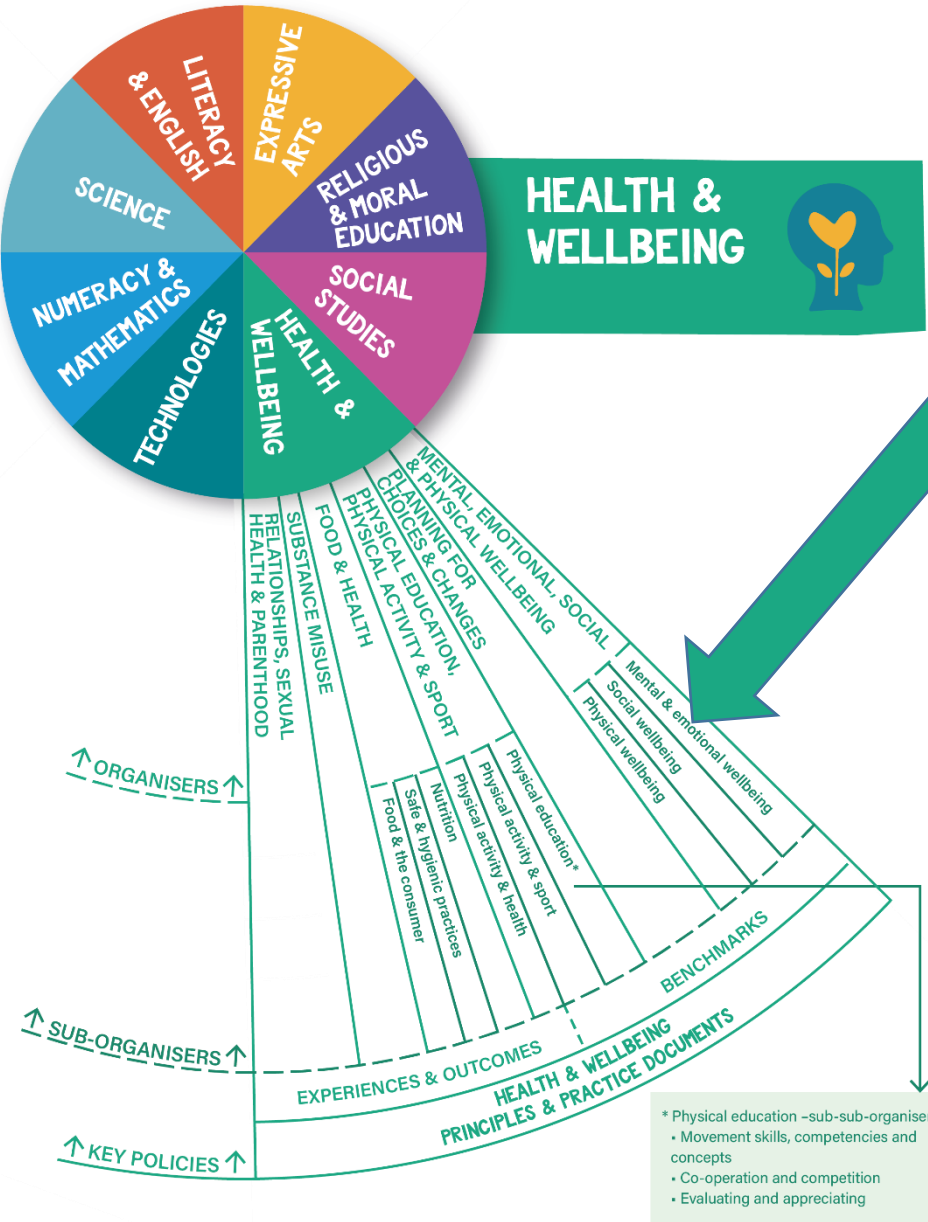


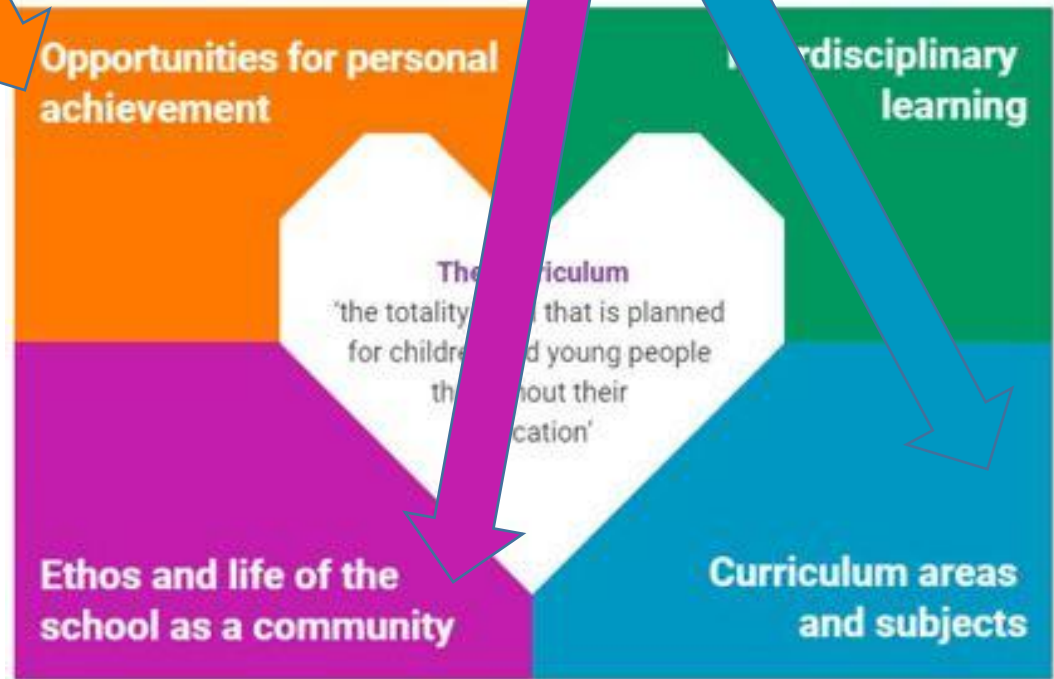


WORK TOGETHER
PLAY TOGETHER
SUCCEED TOGETHER

Health and Wellbeing February 2024



Mental and Emotional Wellbeing



Mental and Emotional Wellbeing

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Mental health

'Buckling' NHS fails to treat 250,000 children with mental health problems

Exclusive: child mental health crisis deepens with one-third of all referrals denied help

Rachel Hall
@rachel_hall
Sun 16 Apr 2023 20:21 BST

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The Guardian Newsletters

Students with Additional Support Needs	%
2010	10.3%
2015	19.7%
2021	33%

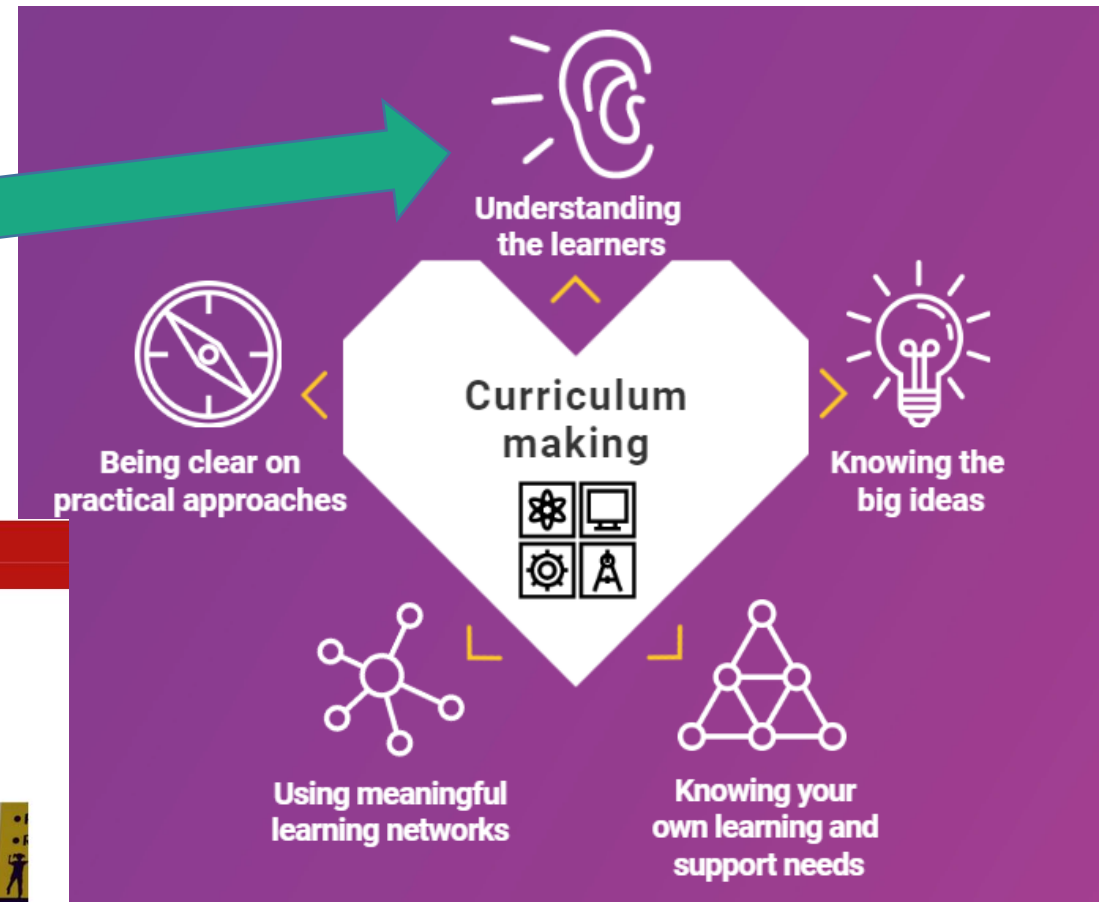
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[Family & Education](#) [Young Reporter](#)

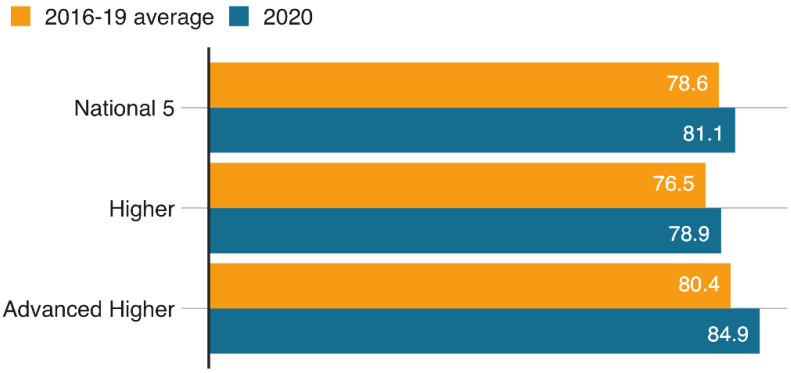
Child speech delays increase following lockdowns

© 7 November 2022

Scottish pupils' pass rates increase

Pass rate (%) for different types of exams



Source: Scottish Qualifications Authority



Mental and Emotional Wellbeing

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Pass rate falls as Scottish pupils get exam results

9 August

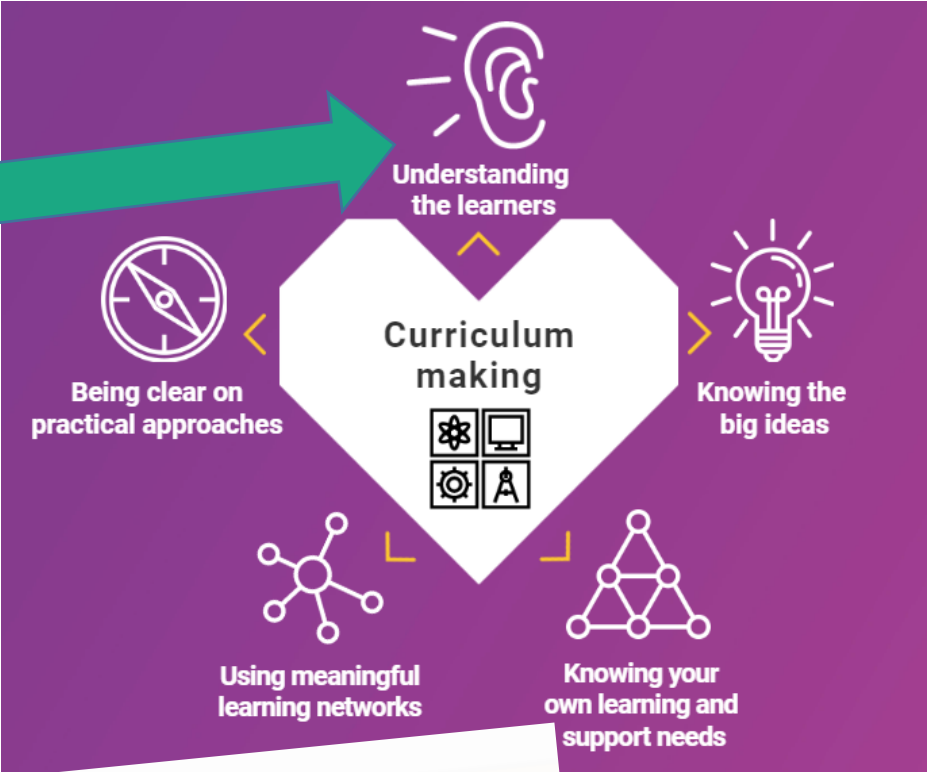


Pisa: Mixed report for Scottish education in world rankings

3 December 2019 • Comments



GETTY IMAGES | In science, Scotland's performance slipped seven points in the PISA ratings



Mental and Emotional Wellbeing

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Children

This article is more than 2 years old

UK children not allowed to play outside until two years older than parents' generation

Survey finds most children turn 11 before they can play outside unsupervised



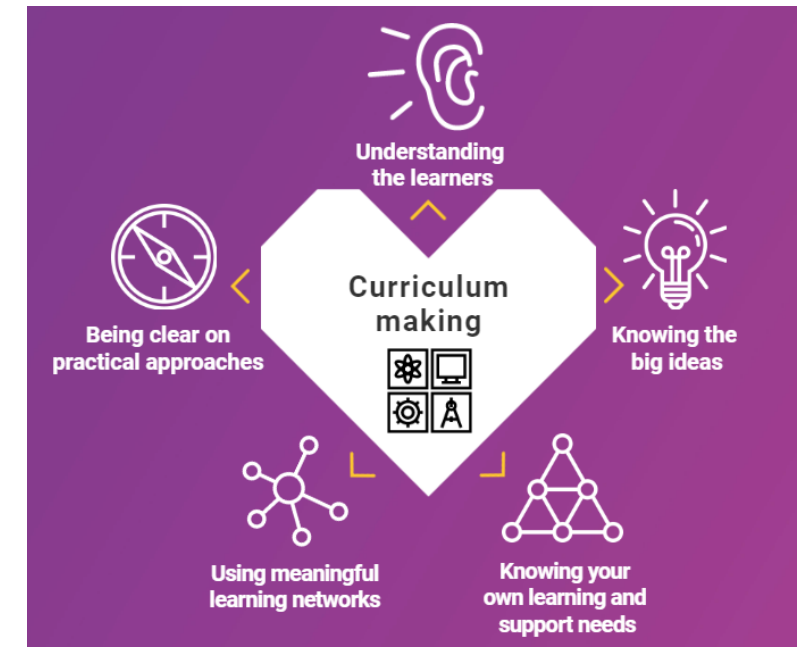
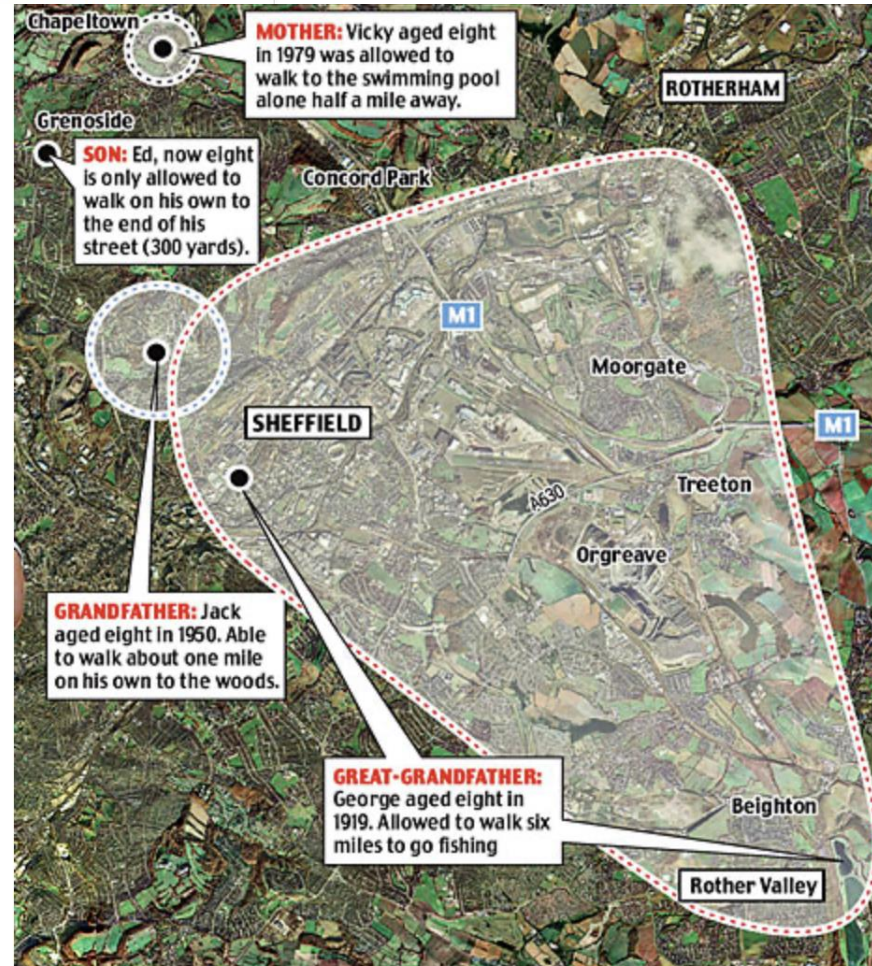
A busy children's playground on Hampstead Heath, London. Photograph: Guy Bell/REX/Shutterstock

Primary-age children in Britain are losing the freedom to play independently and typically are not allowed to play outside on their own until two years older than their parents' generation were, according to research.

While their parents were allowed to play outside unsupervised by the age of nine on average, today's children are 11 by the time they reach the same milestone, according to the study, which says not enough adventurous play could affect children's long-term physical and mental health.

Sally Weale Education correspondent

Tue 20 Apr 2021 06:00 BST



UNDERSTANDING THE LEARNERS



GEN ALPHA

BORN 2010 [same year as iPad]



YOUNG ACTIVISTS

3 in 4 believe it is important to speak out about causes they believe in.

1 in 5 have taken part in a march or protest.

**QUESTIONING,
INFORMED,
ACTIVISTS**



DIGITAL MASTERS & CRITICAL CONSUMERS

Alphas are currently 13 and younger

3 in 4 are confident using the internet on their own whilst only 58% of their parents think their kids are capable.

58 % are anti-sharenting "my parents shouldn't post pictures of me online" but 60% of their parents would post without permission.

73 % question things they see and read on the internet.

2 in 3 think YouTubers do things they don't agree with

**CONFIDENT,
KNOWLEDGEABLE,
GUARDIANS OF
THEIR OWN DATA**



CREATIVE ENTREPRENEURS

86 %
ENJOY MAKING THINGS

4 in 5
ENJOY MAKING SLIME

2 in 3
ENJOY CREATING THEIR OWN GAMES / WORLDS

55 %
ENJOY CREATIVE VIDEO MAKING

47 %
ENJOY TINKERING WITH ELECTRONICS

20 %
ALREADY MAKING MONEY FROM HOBBY / TALENT

HWB – Emotional and Mental Wellbeing/Inclusion

Emerging issues...

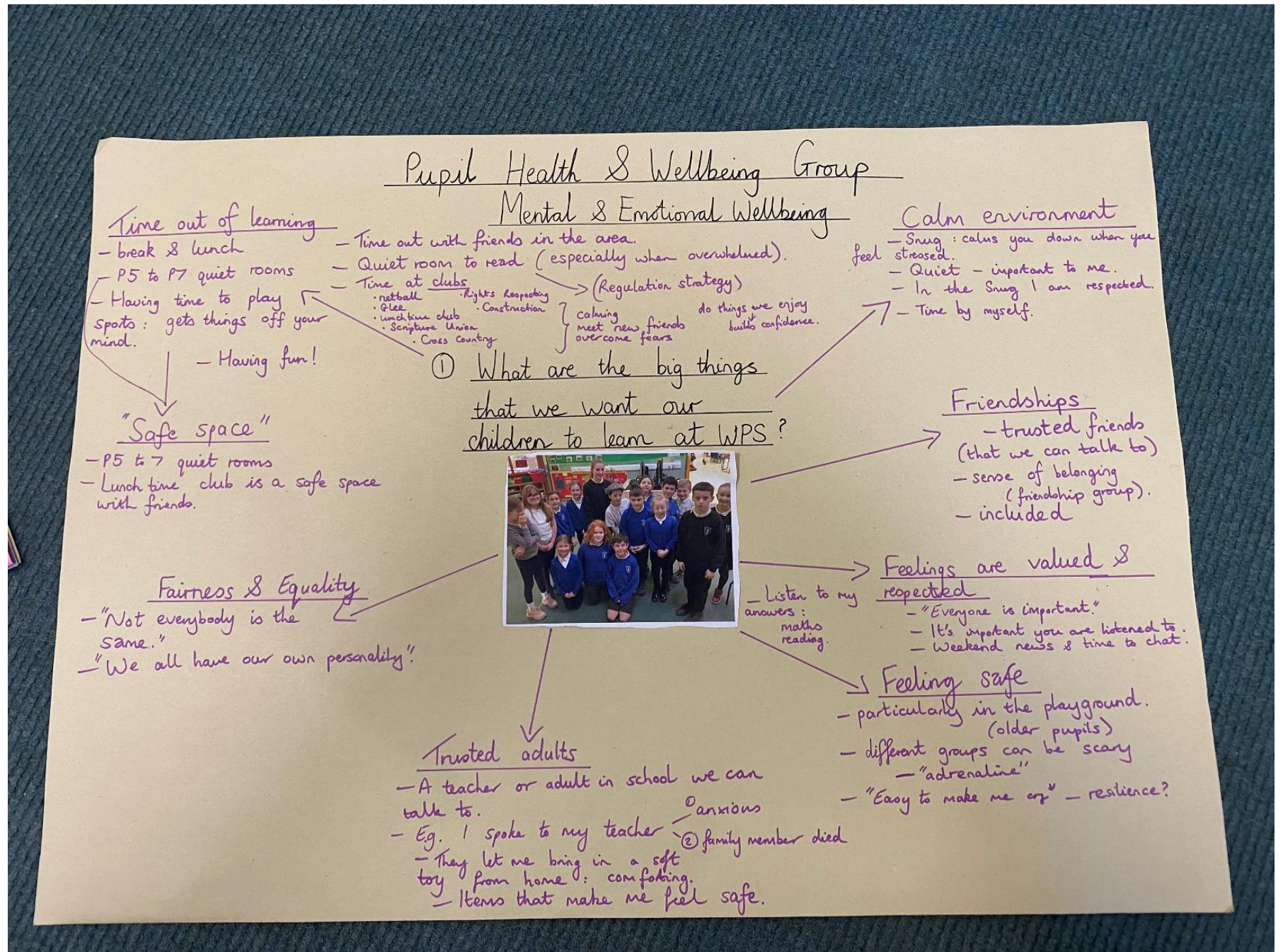
- The need to be proactive rather than reactive in our approaches to supporting children's emotional and mental wellbeing.
- We have an increasing number of neuro-diverse learners. Challenge of motivating and engaging **ALL** learners.
- Further training and advice required to support children's emotional and mental wellbeing and support our increasing numbers of neuro-diverse learners.
- Developing the visual environment within the school to support **ALL** learners.

Data shows...

- A general increase in anxiety related behaviours of our children.
- A marked increase in the number of our parents/carers seeking advice and sharing concerns about their children.
- A small group of children who are finding it increasingly challenging (due to a variety of factors) to arrive at school on time and/or attend for a full school day. This is impacting their attainment.
- An increasing number of children who are requiring soft starts, brain breaks, soft finishes and bespoke daily plans/interventions.
- Pupils are keen to learn more about emotional and mental wellbeing in school



Working with pupils



Pupil Health & Wellbeing Group

② What are the skills
that we want our
children at WPS to have?



Knowing what to do when
angry.

- Letting it out, rather than calming down.
- Kicking a ball.
- Shouting into pillow.

Calming down

(Regulation)

- listen to music
- humming a song
- thinking time
- time out to myself (headspace)
- play a game (distract)
- meditation
- mindful colouring
- read a book
- watching something to distract myself
- Drawing

→ Learning that
When I am over excited or angry:
I shouldn't upset others

→ Thinking of others → Kindness

↓
Respect

More Creativity
- More art!
- more time at subjects I enjoy (STEM).

More time to relax
- time for my brain to relax
- more time to play / have fun!

Opportunity to play with other classes.
- Times together in school (more of!)
→ academies → Hot choc. & Snug
→ Sports day → assemblies
→ Christmas Fayre → Discos
→ Clubs → social time
→ Quarry Park

Lovely environment
- More plants & flowers
- Comfier chairs

More choice of chilli challenges
→ letting people choose the difficulty they need on their work.

Pupil Health & Wellbeing Group

More activities to learn about mental & emotional wellbeing
- More time learning about Emotion Works.

③ How could we improve pupils' mental & emotional wellbeing?

Welcoming
- good morning
- say nice things
- friendliness
- more time to spend talking to teachers
- being listened to.

Always feeling included
→ More support when I feel angry or upset.

Having a responsibility
e.g. P1 buddies
- Encouraging more pupils to volunteer for things.

"Do something more about it if someone hurts me. Telling them to stop or not do it again might not be enough."

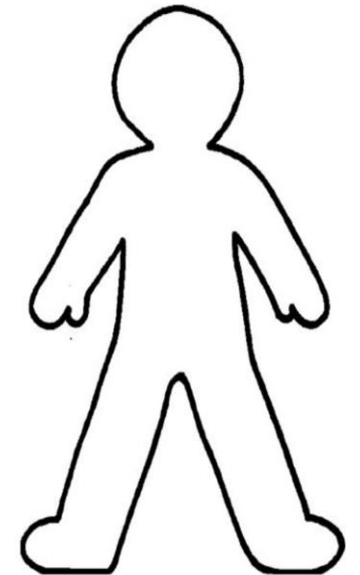
School Values
- Easier to remember
- Talked about more

Dyslexic pupils
- more time in HUB & Snug.

Working with staff

What factors impact a child's development?

What do I need to grow and develop?



At a whole school level...



What are the BIG ideas that we want our children in WPS to **understand** in order to develop their Mental and Emotional Wellbeing?

At a whole school level...



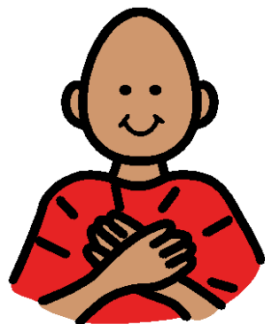
What are the SKILLS that we want our children in WPS to **learn** to support and develop their Mental and Emotional Wellbeing?

At a whole school level...



What is the KNOWLEDGE that we want our children in WPS to have in relation to their Mental and Emotional Wellbeing?

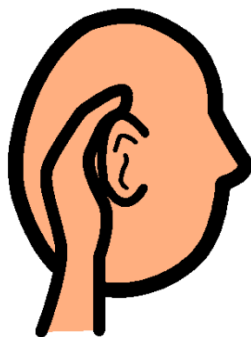
I am safe



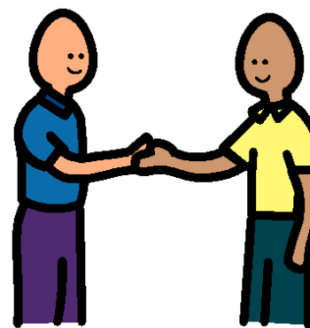
I am calm



I am following
instructions

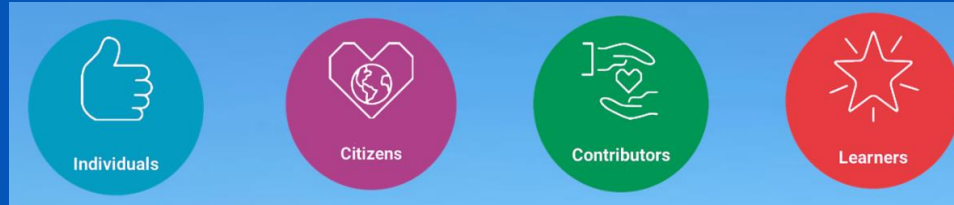


I am showing respect





Care



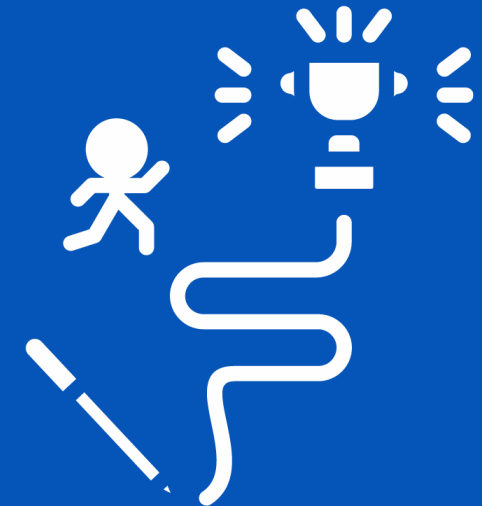
Curiosity



Community



WORK TOGETHER
PLAY TOGETHER
SUCCEED TOGETHER



Challenge

Braes High School

Wellbeing – A Whole School Approach



In Braes High School we are a community that values, supports and prioritises positive wellbeing for all.

We know that wellbeing is the foundation on which we build all other achievements and successes in our school.

Our whole school approach to supporting wellbeing for young people, families and our staff has been maintained, enhanced and developed taking advantage of technology and an appetite for growth.

Our strategy for wellbeing has three strands

- Robust structures, procedures and practice
- Promotion of positive wellbeing and self-help, preventative, supports for young people, families and staff
- Supportive, timely and appropriate interventions when required for young people, families and staff

Focus on positive wellbeing and self-help



We employ a number of strategies to support our young people's well being and mental health

- [Braes Brightside](#) - our hub of information, signposts to supports and wellbeing challenges
- Positive attendance strategy
- Promotion of house identity and school ethos through assemblies, PSE input and across learning
- S1-S3 pupils completion of level 4 mental health qualification
- Peer support: Talk to Me, BrAce aware ambassadors, mental health awareness project
- FDAMH parent information sessions
- Extra-curricular club offer



Scan me to go to
Brightside!

Supported by appropriate interventions



- House team supports
- Pupil Support team support and spaces
- In-school Open Doors listening service (Cheryl)
- Onwards & Upwards referral and Barnardos family support
- Referral to partner services: TogetherAll, Kooth, FDAMH young person service, Barnardos wellbeing service, Equally Safe
- Partnership referral and working with GP, Intensive Family Support Service, Social Work and CAMHS

Working with
parent/carers

Mental and Emotional Wellbeing at WPS

