

Mental Health Workshops 2018-2019

Mental Health issues in Childhood - Shelley Lance (Jan 18)

Digital Safety - Teresa Hughes (Feb 18)

Mindfulness - Shelley Lance (April 18)

Anxieties and Stress - Dr Phil Hopley (May 18)

Mindfulness Session for Parents -Mandy Pelavar (May 18)

Managing Screen Time/Preventing Dependency - Dr Aric Sigman
(Sept 18)



AIMS

- Beyond 2020 - Our Strategic Plan
- Why the need for Mindfulness?
- What is Mindfulness?
- Mindfulness in Schools
- Mindfulness at Feltonfleet

Beyond 2020

Pupil Development



‘An environment conducive to
MINDFULNESS and positive
MENTAL HEALTH that provides time
for pupils to relax, reflect and grow in
resilience and flexibility’

Mindfulness

An approach and set of techniques that equip an individual with positive mental health habits and behaviours

So why the need for a focus on mindfulness in schools?





We teach our young people to look after their physical bodies and encourage positive habits essential to physical development and long-term health.



Following developments in health care and mental health there is a global movement in schools to develop provision for mental health by equipping young people with **positive mental health habits** that, over time, will become integrated into their lives.



We live busy lives with multiple competitors for our **attention**

30 sec -What competes for YOUR time?

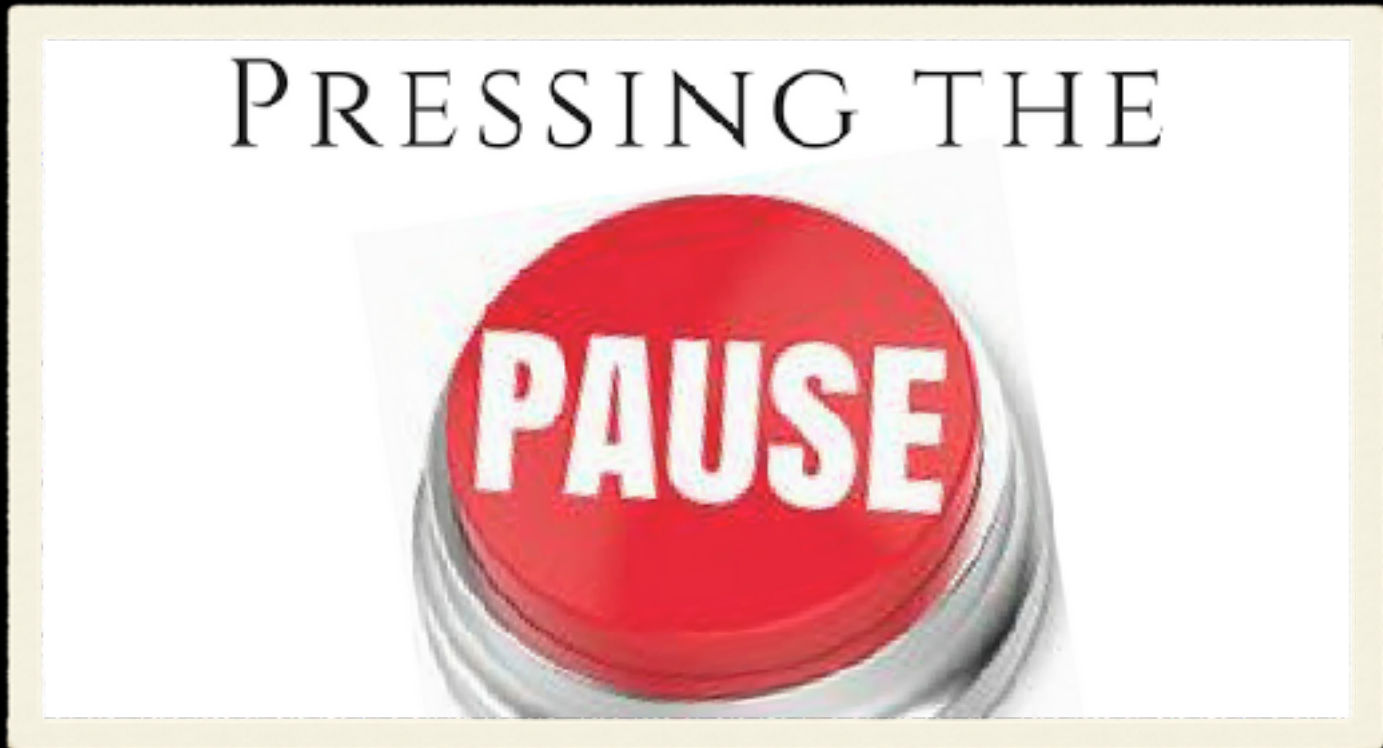


*What are your
children busy with?*

Children are naturally curious and tend to live in the moment. However, their lives are also busy. Like us they get tired, easily distracted and restless. **They have lots to do but very little time just to 'be'.**

They juggle lot of balls socially and emotionally at home and at school. Add to that everything they have to learn and remember and it inevitably, at different points and stages, becomes too much.

Our children need our help...



They need to learn the skill of self-regulation instead of being impulsive. On their own they struggle. We do too!

Healthy stress is a natural part of life in childhood and adult life necessary to grow and develop.

PROBLEM: Healthy stress can be displaced by **toxic stress** when life's demands consistently outpace our ability to cope with those demands.



Fight, flight or fright mode

Short attention span

Feel failure, anxiety and despair

Find it hard to regulate emotions and therefore manage relationships at home and school

Derails healthy emotional development



Hello
my name is

Hello
my name is

Hello
my name is

Hello
my name is

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Hello
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Hello
my name is

Hello
my name is

Grief

Anxiety

Phobia

POST-TRAUMATIC
STRESS

STRESS

Shame

PANIC

DEPRESSION

Mindfulness

An approach and set of techniques that equip an individual with positive behaviours that help us press the PAUSE button

What is it?

Based on Eastern meditation traditions but is **not dependent** on any belief system or ideology. Now extremely well established in **medical and mental health settings** with extensive research on its benefits.

A way of **exercising** and **training** the mind to slow things down to **BE** aware of what is happening in the **present** on a **moment-by-moment** basis.

It includes a sense of approaching our experiences and feelings, as they happen, with openness rather than judgement and self-criticism. (*E.g. crying/anxiety/frustration- I'm pathetic, I can't cope, I'm useless.*)

Contrasted with states of mind in which our attention is focussed elsewhere e.g. pre-occupation with things we need to do in the future, plans we feel we need to make, memories or worries which can lead us to be reactive.



But Mindfulness meditation is NOT:

Positive thinking

Just another relaxation technique

Going into a trance

Trying to blank your mind

It has moved through 3 institutional cultures during the last 39 years

1979

HEALTHCARE

Dr. Jon Kabat-Zinn
develops
Mindfulness Based
Stress Reduction
(MBSR)

1992

MENTAL HEALTH

Development of
Mindfulness Based
Cognitive Therapy
(MBCT)

2004

MENTAL HEALTH

MBCT endorsed by
the United
Kingdom's National
Institute for Health
and Clinical
Excellence

Health Care

MBSR - Mindfulness Based Stress Reduction

Jon Kabat-Zinn at the Medical Centre at the University of Massachusetts introduced the first eight week structured mindfulness skills training programme which gave considerable psychological, and some physical, relief, to patients experiencing intractable severe pain and distress from a wide range of chronic physical health conditions. This came to be known as MBSR.

Mental health

MBCT (Mindfulness Based Cognitive Therapy)

A programme developed largely in the UK to help adults cope with depressive relapse, addiction and post traumatic stress. GPs regularly refer patients to 8 week courses that reduce stress and help prevent recurrent depression.

1979

HEALTHCARE

Dr. Jon Kabat-Zinn develops Mindfulness Based Stress Reduction (MBSR)

1992

MENTAL HEALTH

Development of Mindfulness Based Cognitive Therapy (MBCT)

2004

MENTAL HEALTH

MBCT endorsed by the United Kingdom's National Institute for Health and Clinical Excellence

2005 onwards

EDUCATION

Inaugural Mindful Schools in-class program

Andy Puddicombe was a Buddhist monk before becoming a Mindfulness consultant. He is the founder of **Headspace**, a digital health platform that provides guided meditation training for adults and children.

In 2012 he gave a TED talk on the importance and value of mindfulness and meditation.



Why the need for Mindfulness for Children?

The onset of mental health problems in early adolescence is 10, 11 and 12 years of age.

The call is for schools to build on pastoral care frameworks and begin to teach young children healthy habits of mind.





How?

1. Provide opportunities to learn about mental health
2. Introduce & practice mindfulness techniques so that they can begin integrating them into their life

It is experiential and requires disciplined PRACTICE in the same way as we have to practice to develop positive physical habits such as exercise, healthy eating.

Mindfulness in Schools



Mindfulness in schools is **not therapy** but is therapeutic in giving young people a way to deal with their life experiences, emotions and feelings.

It also helps improve focus and concentration.



It gives children the PERMISSION and the SKILLS to go 'inside' and acknowledge feelings non-judgementally so they are better equipped to respond and less likely to be impulsive.

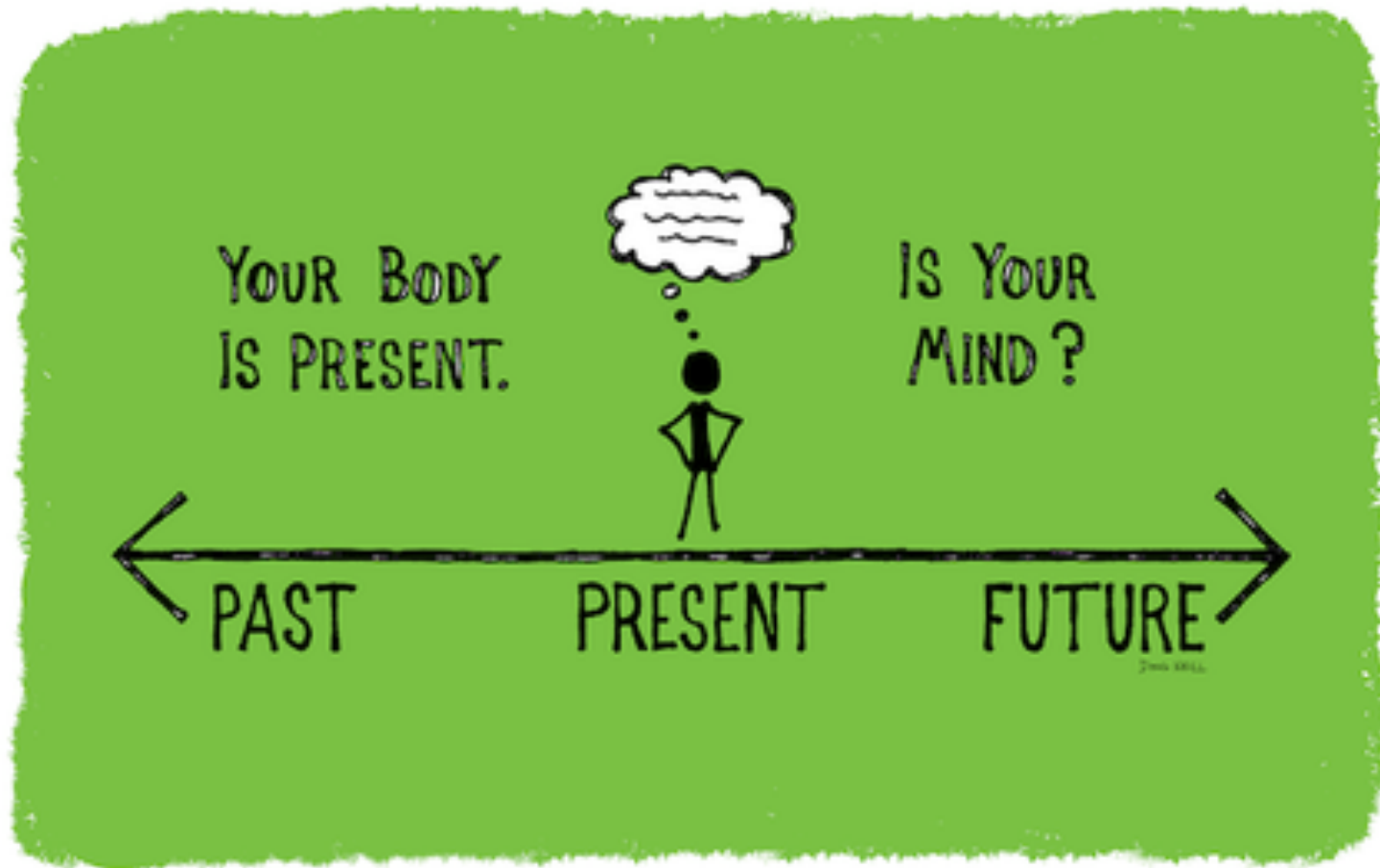
We all want our children to be happy,
peaceful and balanced.

We also want *(and expect)* them to pay
attention in class and in other pursuits
but do we consistently teach our
children **HOW** to pay and sustain
attention in the moment? It is a **SKILL**.

Mindfulness techniques - What do you think is involved?

Provide the opportunity for young people to learn to control and direct their ATTENTION through

- Mindful breathing
- Training the attention muscle (*movement, looking, listening, tasting*) without immediate judgement
- Body awareness and the signals it gives
- Handling difficult feelings and worries



It is about creating Head SPACE



BENEFITS OF MINDFULNESS



ATTENTION

Strengthens our "mental muscle" for bringing focus back where we want it, when we want it.



REGULATES EMOTIONS

Helps us recognize our emotions when they occur, to see their transient nature, and to change how we respond to them.



ADAPTABILITY

We become aware of our patterns enabling us to gradually change habitual behaviours wisely.



COMPASSION

Increase our awareness of our own thoughts, emotions, and understanding of what other people are experiencing.



CALMING

Breathing and other mindfulness practices relax the body and mind, giving access to peace independent of external circumstances



RESILIENCE

Seeing things objectively reduces what we 'add' to the world's natural ups and downs, giving us greater balance.

Mindfulness Strategy 2016-2019



In 2009 MiSP was established by Richard Burnett from Tonbridge School a school teacher and mindfulness practitioner and Chris Cullen in the belief that the young people in their classrooms could benefit from learning mindfulness skills.

2016

Introduced
Mindfulness

approach, techniques
and language to Staff,
Pupils and Parents

2016-2017

Staff training -

Mindfulness
8 week course
Mindfulness
accreditation

- 16 Staff have followed the 8 week course - 1.5 hours per week
- 4 are accredited Mindfulness teachers through the MiSP
- Network of schools and resources



MISP

MINDFULNESS IN SCHOOLS PROJECT

WWW.MINDFULNESSINSCHOOLS.ORG

Mindfulness Strategy 2016-2019

2016

Introduced
Mindfulness

approach, techniques
and language to Staff
Pupils and Parents

2016-2017

Staff training -

Mindfulness
8 week course
Mindfulness
accreditation

2016-17

**Explored different
approaches** to

Mindfulness in form time
using short, simple and
adaptable
techniques

2017-2018

Introduced

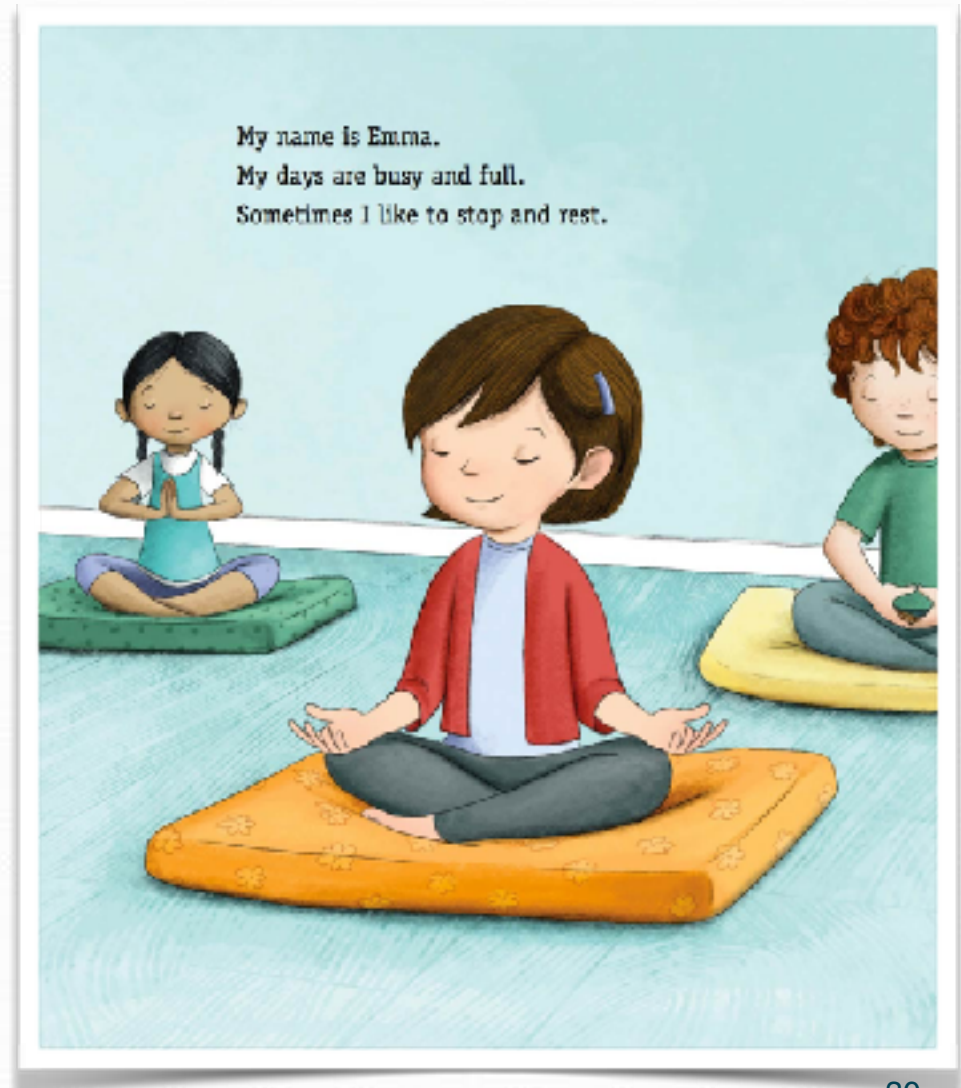
Mindfulness into the
curriculum

**“Time to Stop and
Think”**

Mindfulness in Calvi

Self care habits

Mindfulness of breath
The Bell Listening Exercise
Breathing Buddies
The Squish & Relax Meditation
Smell & Tell
The Heartbeat Exercise
Heart to Heart - Talk



Year 3-8 - MiSP - Paws.b



30-45 min dedicated TST lesson per week on a rota between the forms in the Lower School and trialled on a **termly** basis in Y5-8

**Prefrontal
cortex**

Amygdalae

Hippocampus

Insula



Year 3-8 - MiSP



The course includes lessons on the parts of the brain and what each part of the brain is responsible for

It teaches children how to train their brains through stopping, pausing, breathing and responding, rather than "reacting"

The course includes breathing exercises, learning to focus attention on the body, relaxation, mindfulness walks, mindful eating

Discussions about how to deal with worrying, concentration, how posture helps by grounding feet on the floor

Lower School there is an after School wellbeing club on a Tuesday.

Lots of Mindfulness colouring with older pupils

Training the Mind - Basic Concept



Mindfulness Outcomes

Aware of their brain, body and mind and the relationship between them

Aware of the language of Mindfulness and mental well being

Aware of the need to pause and breath

Aware of how breathing can anchor them and stabilise their feelings

Aware of how this helps with concentration, making decisions, dealing with anxiety, confrontation and pressure.

Children more willing and open to discuss stress, anxiety etc.,

Some pupils have started doing mindfulness at home

Awareness of what it is to have a healthy BODY and healthy MIND

Managing Expectations



Mindfulness DOES NOT mean children / young people will be perfectly still and quiet. It is about giving children the opportunity to practice and recognise how they are feeling and **being** with it. Those who struggle most are more likely to need it.

We are more interested in how, over time, children become comfortable in their body, less reactive in **how they manage their feelings and experiences and how they treat each other**. This is where the value lies, not just in the moments when they are practising mindfulness.

So how do we build on this?

Build on what we now know works to develop units of study - discreet curriculum and form times

Dedicated Mindfulness space/area.

10 minute Mindful breathing /practices before school, during lunchtime or after school

Mindful moments in lessons

Vertical groups practising Mindfulness

Set form times for Mindfulness practices to take place (maybe not every week) - we could use the headspace app for this

Mindfulness sessions for Parents so it can be integrated at home.

Useful resources

