

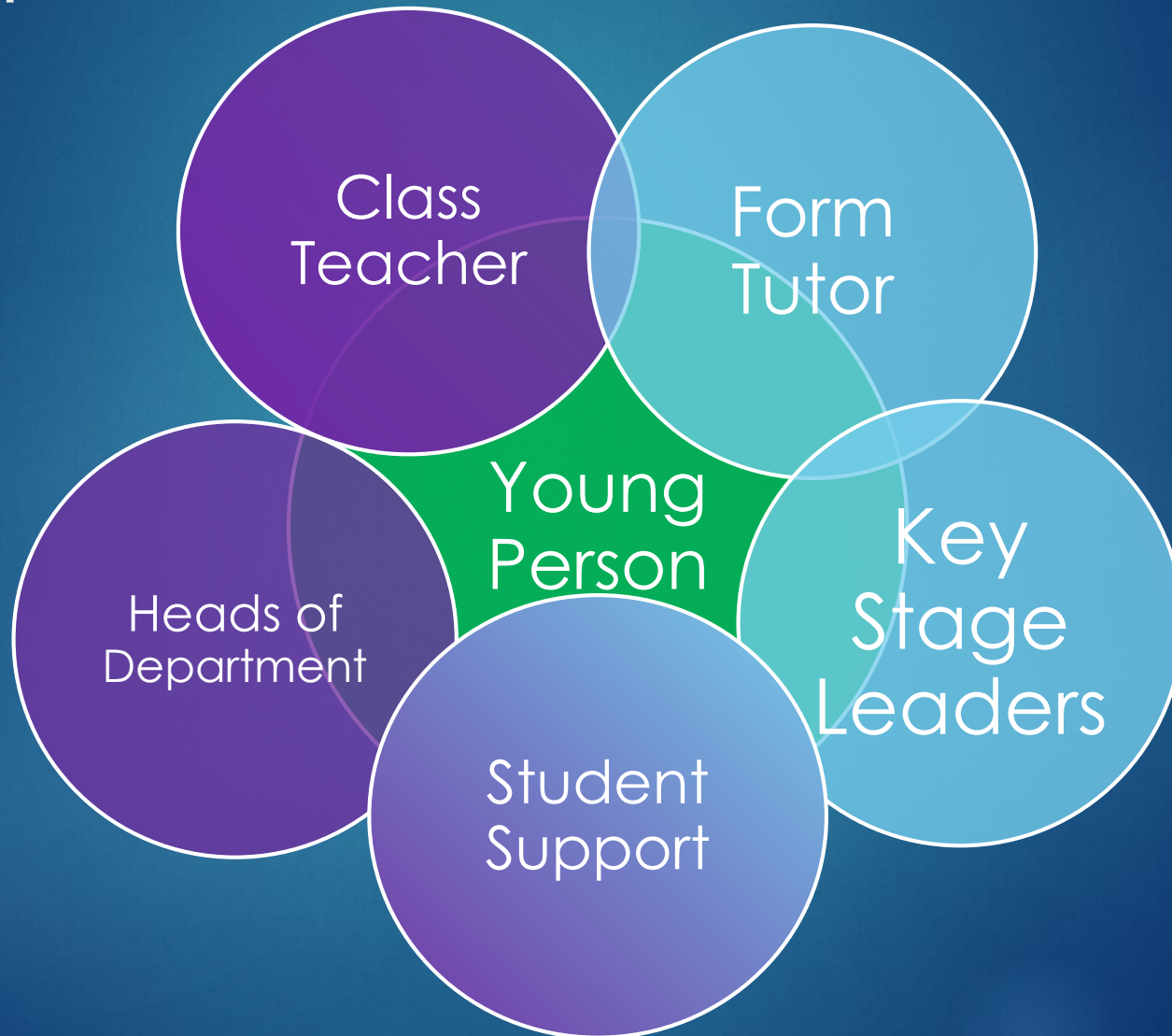


WELCOME!

# Welcome!

- ▶ Charlie Cobain Student Support Coordinator
- ▶ Jo Fyne Assistant Clinical Lead in Fresh CAMHs and Group Analytic Psychotherapist
- ▶ Stephanie Lewis SENDCo and Department Lead
- ▶ Natasha Donohue Student Support Mentor

# Support in School



# Student Support at Home

< > Search The Blue Coat School

Activity Chat Teams Assignments Calendar Calls Files

< All teams

Student Support

**Student Support at Home**

General

Advice and Guidance on Productive Learnin...  
Coping with Bereavement and Loss  
Corona Virus Anxiety Help  
Dealing with Stressful Situations at Home  
Helplines and Services  
Looking After Your Wellbeing (Physical and ...  
Managing Exam Stress and Anxiety (Year 11 ...  
PARENTS, CARERS - Information, Advice and...

Your status message is showing in chat and channels when people message or @mention you. [Change status.](#)

General Posts Files Files 1 more + Team Meet

with the team signpost what goals you can put in place to help you and remember we want to see you share your goals with us. I have attached what some staff have put as their goals and who staff find inspiring.

Staff Stride Forward Goals.docx Who do staff find inspiring.pptx

Reply

15 September 2021

ND 15/09 15:44

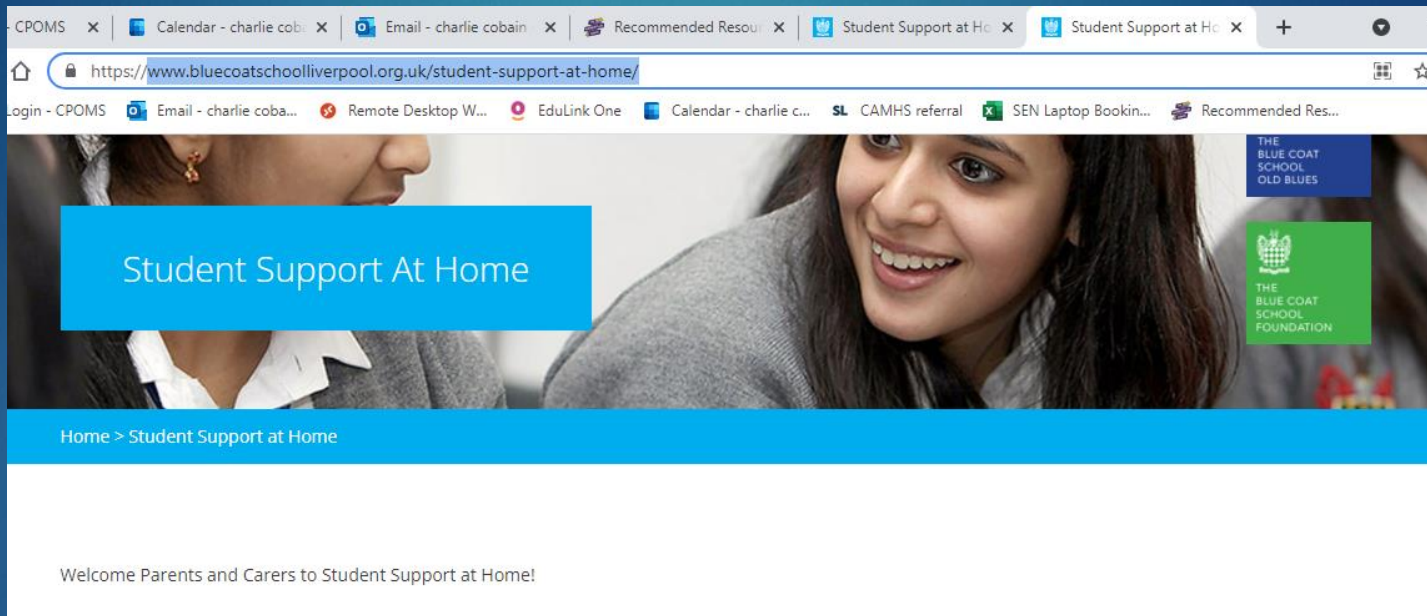
**Student Support at Home** Hi Everyone. Lunch time clubs will be starting for all year groups from Monday 20th September. Each year group lunch time club will take place in the library on the set day given to that year group. Year 11 will be based in student support on Monday. I have attached a poster for each year group to show what is on for your year group and what day. If you have any questions, please get in touch. Many Thanks, Natasha

Year 7 Lunch Club.docx Year 8 Lunch Club.docx  
Year 9 Lunch Club.docx Year 10 Lunch Club.docx  
Year 11 Lunch Club.docx

Reply

New conversation

# Student Support at Home! Parents and Carers



[www.bluecoatschoolliverpool.org.uk/student-support-at-home](https://www.bluecoatschoolliverpool.org.uk/student-support-at-home)

# Transition Observations at the Blue Coat

## ► Risk Factors

- Students who are used to being in the top in previous school can start to struggle more after the first ½ term
- Big Fish/Little pond to Big Fish/Huge Pond
- Fixed mindsets – effort can be considered '**bad**'.
- Lack of prior '**failure**' – may never have happened before has driven the idea that everything has to be 100% all of the time (girls especially).
- Expectations – their own, friends, parents
- Comparing self to just the person next to them has an impact on how they feel in school.



# Transition Observations at the Blue Coat

## ► Supporting Factors:

- Students feel accomplished at getting a place here – boosts self confidence and self esteem.
- Lots of Students in similar situations
- Students bond over similar interests.
- Involving in activities outside of school
- Being involved in non academic things outside of school.
- Positive Family Relationships



# MAKING THE TRANSITION

JO FYNE

ALDER HEY FRESH CAMHS



# What are TRANSITIONS?

- ▶ Aim of the talk to day is to help your young people to make the transition from primary to secondary school

# What are TRANSITIONS?

- ▶ Transitions are the movements, passages or changes from one position, state, stage, subject or concept to another. These changes can be gradual or sudden, and last for differing periods of time.
- ▶ Can anyone think of any transitions?

# TRANSITIONS YOUNG PEOPLE FACE

- ▶ Children and young people can face many types of transition, including:
  - ▶ Starting nursery
  - ▶ Illness of a member of the family
  - ▶ Changing friends
  - ▶ Starting primary school
  - ▶ Death of a family member
- ▶ Coming out as lesbian or gay
- ▶ Starting secondary school
- ▶ Separation from parents
- ▶ Diagnosis of Illness
- ▶ Changing school
- ▶ New siblings
- ▶ Diagnosis of disability
- ▶ Moving house

# TRANSITIONS YOUNG PEOPLE FACE

- ▶ First sexual experience
- ▶ Living in a new country
- ▶ Change of class teacher
- ▶ Change of head teacher
- ▶ Movement around school
- ▶ Transitions within classes
- ▶ Supply teacher
- ▶ Living with the illness of a family member.
- ▶ Moving through year groups
- ▶ Puberty
- ▶ Coming back to school after Covid
- ▶ New step-parents
- ▶ Entering care
- ▶ Foster parents
- ▶ First exams

# Pressures

- ▶ New school environment
- ▶ New pressures yr7 and y12 its quick 2yrs and need to think about change again moving from home making major life changes.
- ▶ Need to learn a new building new rules or new expectations
- ▶ Loss for parents how to feel connected and part of the school.

# How may young people react to change

## The 3 Fs

- ▶ Flight
- ▶ Fright
- ▶ Freeze

## How you may react

- ▶ Stay calm deescalate the situation ie pick your battles even if you don't feel calm inside.
- ▶ Reassure and encourage



# The Caveman Story!

1) *You could run as fast as you can...*

► **This is flight**



# The Caveman Story!

2) *You could pick up your club and you could fight with the tiger*

► **This is fight**



# The Caveman Story!

3) *You could do nothing*

► **This is called freezing**

Sometimes people freeze when they become scared, they feel like they can't do anything.



# How you may react?

- ▶ Stay calm deescalate the situation ie pick your battles even if you don't feel calm inside.
- ▶ Reassure and encourage
- ▶ Talking about problems always helps
- ▶ <https://www.youtube.com/watch?v=S1pmDTpVVS8>
- ▶ <https://www.youtube.com/watch?v=8B5ESnyQZXs&feature=youtu.be>

# What do you need to think about?

**Event/object** - is it something a child of this age should be experiencing?

**Intensity** – Is the degree of distress unrealistic given the child's developmental stage and what the content is about?



# What do you need to think about?

**Impairment** – Does the distress interfere with the child's daily life?

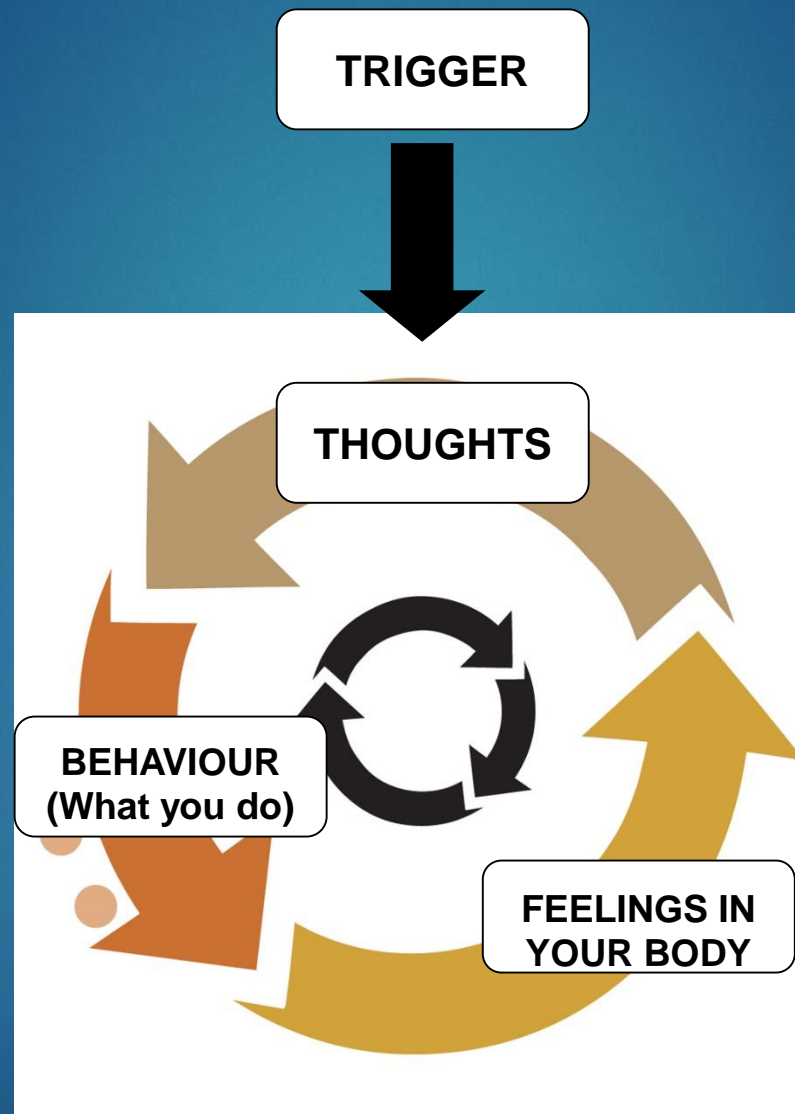
- ▶ Social functioning
- ▶ Academic functioning
- ▶ Family functioning

**Ability to recover/coping skills** – Is the child able to recover from distress when the event/object is not present?

- ▶ Tend to worry about future occurrences of event/object
- ▶ Distress occurs across multiple settings



# The Anxiety Roundabout



# Anxiety

- ▶ Physical symptoms
- ▶ Heart starts racing
- ▶ Feeling sick
- ▶ Being sick
- ▶ Sweaty palms
- ▶ Tingling in your hands
- ▶ BREATHING

# Anxiety

- ▶ We may then have thoughts:
  - ▶ “I can't do this”
- ▶ Which lead to behaviours such as
  - ▶ avoidance of the difficult situation.

# Strategies to Manage Anxiety

- ▶ Breathing exercises
- ▶ Blowing bubbles/ blowing feathers
- ▶ Rating your mood 0 worse 10 best.
- ▶ Listening to relaxation through headphones
- ▶ Drawing / keeping a feelings diary.
- ▶ Mindfulness
- ▶ Try to practice these when you are not stressed so that you feel familiar with them for when you need them.

# Strategies to manage anxiety

- ▶ Keeping a feelings diary or rating mood can help.
- ▶ We know that some of our thoughts are not helpful. In fact they can make us feel more anxious or worried.
- ▶ These thoughts can make us think that things will go wrong and that bad things will happen this can stop us doing these things.

# Anxiety

- ▶ Teaching ourselves to identify and replace these thoughts with coping self talk can help us feel better.
  - ▶ i.e I know I can do this I did it last time,
- ▶ Or
  - ▶ I know I feel anxious but I remember that if I talk to my teacher or parent/carer when I feel anxious it helped me last time I went to school.
- ▶ Talking to my friends helps



# Anxiety Behaviours

- ▶ Learning to face our fears → Climbing the anxiety step ladder
- ▶ It is important to understand that one of the main factors that prolongs and increases anxiety is AVOIDANCE of a feared situation or object.
- ▶ It really helps to challenge this avoidance by putting together a step by step plan that GRADUALLY EXPOSES YOU to the situation that makes you feel anxious.



# Anxiety

- ▶ The aim of this is not to push yourself into an anxiety provoking situation
- ▶ The idea is to build on your success of your last step which will help you to grow in confidence **each time.**

# Anxiety

- ▶ Remember:
  - ▶ Anxiety can often get worse before it gets better
- ▶ Why is this?
  - ▶ Because confronting fears will often focus the anxiety
- ▶ Worry is like a bully, when we start to challenge it, worry can work harder.
- ▶ The message to keep in your mind is that it will get easier as you get STRONGER and the bully anxiety gets weaker.
- ▶ We know this because of the feelings we have when we complete a feared task or situation.
- ▶ We feel ....

# Some helpful websites and apps

- ▶ FRESH CAMHS [www.freshcamhs.org](http://www.freshcamhs.org)
- ▶ Anxiety BC [www.anxietycanada.com/learn-about-anxiety/anxiety-in-youth/](http://www.anxietycanada.com/learn-about-anxiety/anxiety-in-youth/)
- ▶ Mood Juice [www.Moodjuice.scot.nhs.uk](http://www.Moodjuice.scot.nhs.uk)
- ▶ Overcoming [www.overcoming.co.uk](http://www.overcoming.co.uk)
- ▶ Mindshift app  
[www.anxietycanada.com/resources/mindshift-cbt](http://www.anxietycanada.com/resources/mindshift-cbt)
- ▶ Young Mind [www.youngminds.org.uk](http://www.youngminds.org.uk)

# Local Services

- ▶ **Young People's Advisory Service (YPAS)**  
36 Bolton Street, Liverpool, L3 5LX  
0151 707 1025
- ▶ **ADHD Foundation**  
Support to the family when one of the family  
have a diagnosis of ADHD
- ▶ **PSS**
- ▶ **Barnados – Action with Young Carers**
- ▶ **Alder Hey FRESH CAMHS**
- ▶ **Merseyside Youth Association - OKUK**





# Questions?