

# Foundation in Emotional & Mental Health

## Supporting professionals in educational settings

- Raising awareness & recognition of mental health issues
- Identifying aspects of wellbeing
- Effective management & early intervention



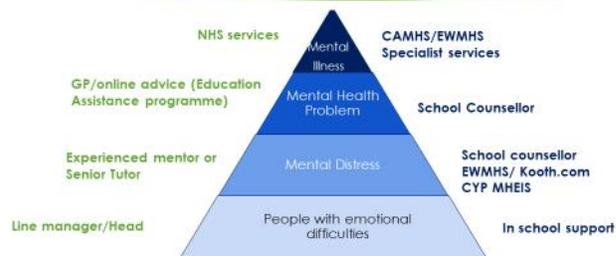
### Children who are mentally healthy are able to:

- Develop psychologically, emotionally, intellectually and spiritually
- Initiate & sustain satisfying relationships
- Be aware and empathise with others
- Play & learn
- Use and enjoy solitude
- Develop a sense of right and wrong
- Resolve problems and setbacks and learn from them

MHFA England

### Signs to look out for in children who are not ok:

- Learning, behaviour, attention/focus, sleeping & eating patterns, friendship and relationships



Recognition, Effective Management & Early Intervention

**Three out of five of school leaders surveyed said that they had seen an increase in pupil depression during the two-year.**

**(TES July 2017)**

### Depression and low mood

- A young person may be experiencing depression if, for more than two weeks, they have felt sad, low or irritable most of the time, or they've lost interest or pleasure in usual activities
- Symptoms may include; loss of interest in food or overeating, difficulty sleeping, feeling tired or lacking energy & motivation, difficulty concentrating or making decisions, feeling worthless or guilty, feeling everything is too hard, having thoughts relating to death or suicide

**Anxiety is perfectly normal. Flight, fight or freeze are all normal responses to scary situations**



**Emotional v Rational brain**



**'The worse thing we can do . . . . is nothing'**

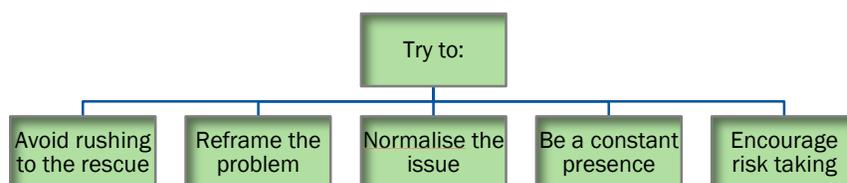
## Anxiety

- Anxiety is one of the most common causes of distress in young people
- Anxiety is a normal response but can become extreme with little stimulus
- Anxiety is natural and can be useful
- It is both physical and psychological

Symptoms may include:

- Feeling frightened, nervous or panicky all the time
- Feeling low or depressed and lacking energy or motivation
- Having difficulty eating & sleeping
- Unable to concentrate and feeling tired & irritable
- Palpitations or racing heart, dry mouth, trembling, faintness and experiencing stomach cramps or diarrhoea

Developing resilience can support a young person with anxiety



## Self-harm

Is a deliberate act in response to a specific need.

- It can involve; cutting/scratching, punching, restricting or overeating, burning with cigarette or match, head banging, risky behaviour (teenagers) or overdose
- It is likely to be a response to; friendship issues, poor self-esteem, loss & bereavement, family conflict, bullying or social media

Function

Emotional moderation, release of feelings, physical verses mental, punishing self or others, trying to feel better

Ways to support

- Maintain rapport and a calm 'non-judgmental' response
- Listen & reassure
- Enable them to get support and think about 'next steps'

Feedback loop; recognition, assessment, intervention, monitoring & reviewing. Ongoing monitoring and review will ensure that you have the correct level of intervention to support the young person

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