

The background of the cover is a photograph of three young girls in maroon school uniforms. They are outdoors, leaning against a tree trunk. The girl on the left has red hair and freckles, the girl in the middle has brown hair, and the girl on the right has blonde hair in two braids. They are all smiling and laughing. The background is a blurred outdoor setting with a building.

ISA

INDEPENDENT
SCHOOLS
ASSOCIATION

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THE JOURNAL FOR INDEPENDENT SCHOOLS

ISA JOURNAL

Mental Health & Wellbeing

- THE EMOTION REVOLUTION
- COULD YOU SPOT AN EATING DISORDER?
- THE EFFECT OF SOCIAL MEDIA ON YOUNG PEOPLE
- HOW TO SPEAK TO CHILDREN ABOUT MENTAL HEALTH



Amelia, Oundle School Collection.

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Welcome

FROM THE CEO

Neil Roskilly



There's nothing that polarises opinion like wellbeing in schools. To some, schools are pandering to a snowflake generation that's been mollycoddled and over-indulged. Children have never had it so good and of course there will be failures if the examination system is toughened up and more stressful; that's life, just get over it. They begrudgingly acknowledge that it might not just be children's fault for being less resilient and more prone to taking offence than previous generations. Perhaps helicopter parents have encouraged the cotton wool by being obsessed with the safety and self-esteem of their offspring. "Baby on Board" signs on the back window of the people carrier make it clear who takes priority, no matter what. No wonder children grow up thinking they are the centre of the universe.

But there's another view and it's one that's gaining traction, even if cause-and-effect is publicly disputed. Mental health has been long-overlooked by the medical profession and until now it's not been acceptable for sufferers to speak up in a society that culturally disrespects weakness. But that's changing, even if led by celebrity endorsements. Further, previous generations didn't face the modern complexities of wider aspiration, invasive technology, advertising and social media pressures, and perhaps a sense of hopelessness from austerity and an uncertain future of rising house prices and the thoughts of living with mum and dad for the next thirty years.

The Department for Education's initiative to train teachers to help them spot the difference between examination stress and mental health problems is of course welcomed. Anyone working in education over the last twenty years would have found it impossible not to notice the rise in anxiety across the sector, and many will have witnessed the devastating impact this can have on young people. But further training may only serve to highlight the lack of clinical support once referrals are made. Waiting lists for NHS CAMHS (child and adolescent mental health services) are still appalling. Recent data shows

that more than 500 children in serious need of support are waiting over a year to start their treatment. Half of children needing treatment waited more than 18 weeks following initial assessments. Only 14% began treatment within four weeks, and many are turned down for support because their conditions are not serious enough, despite early intervention being crucial. Training teachers is a step forward, but this may just serve to lengthen waiting times in an over-stretched system.

CONTRIBUTORS

Neil Roskilly, CEO – Editor in Chief

Claire Osborn – ISA Chair & Headmistress of Normanhurst & Braeside Schools

Dr Suzanne Brown – Clinical Psychologist (Bsc Hons, MSc, DClinPsy, HCPC)

Paul Moss – Education Consultant

Dominic Traynor – Education Evangelist for Adobe and Founder of LitFilmFest

Anne-Marie Coe – Assistant Head at Our Lady of Sion School

Tom Quinn – Director of External Affairs at BEAT

Clare Eddison – Head at the Dharma School

Mike Crossley – Head at Langley Preparatory School at Taverham Hall

Professor Jonathan Glazzard, PFHEA and Samuel Stones – Teacher Education at Leeds Beckett University

Front Cover photo: Our Lady of Sion School (LS)



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Welcome from the ISA Chair

CLAIRE OSBORN REFLECTS ON THE ONGOING IMPORTANCE OF SUPPORTING MENTAL HEALTH AND WELLBEING IN HER YEAR AS ISA CHAIR.



I hope you felt ready, well-prepared and excited for the new term that began in September. Whether you were returning to the same school and the same post, or whether you were beginning a new role, or a new school, I hope you had a sense of hopeful expectation and positive anticipation as the new year began.

The reality is that for some of our members of staff, some of our pupils, and indeed some of us, emotions or state of mind at the start of a new school year would have been markedly different. Some would have felt unprepared, some may have felt fearful, inadequate or isolated. Some may have felt exhausted before they even began.

We are all familiar with the term 'mental health and wellbeing'. Most, if not all, of us will have spent time with members of our own school communities dealing with issues relating to mental health and wellbeing. Most professionals working with young people agree that children and young adults today are experiencing many more challenges to their mental and emotional wholeness. Many experienced professionals also conclude that adults are under greater pressure and facing more threats to their mental health and wellbeing.

Whilst it is good that the government has recognised the need to have trained professionals in schools to support individuals experiencing difficulties, the fact is that external specialist support and provision is so poorly funded that children frequently do not meet the thresholds for interventions and it is frustratingly difficult to find anyone who can provide a suitable service.

Like many fellow heads, my school has supported the training of one of our teachers to become a Mental Health Lead in school, and she is now equipped with an emergency mental health first aid qualification. I have been astounded at the numbers of pupils and parents who have sought her help and advice in the first year. Pupils across the age range who have been able to talk to her about hugely significant issues, and who have been willing to take a step towards talking outside school to professionals who might be able to help.

in common with many ISA colleagues, I have a deep commitment to providing an environment in which all my pupils can flourish, where they will find the right support and inspiration they need, when they need it.

There are some excellent apps for pupils that can help them with exam stress and which encourage balance and 'mindfulness'. There are online resources for young people and parents to support mental health and to offer strategies and help in difficult situations, and online counselling services. The NHS is trying to signpost professional and families to potentially helpful organisations, sites and apps, but oftentimes, it seems to me, it can feel nearly impossible to find a person who can meet face-to-face for the amount of time necessary to help a young person through their anxieties or struggles.

Likewise, I am increasingly aware, as I am sure you are, of the impact of stress and anxiety on the adults who work within our schools. We recognise the detrimental impact of poor wellbeing on someone's capacity to do their job well, or indeed to do it at all. It is so encouraging that the professional development team at ISA are offering training courses on these issues, and I'd endorse them to schools which are seeking to provide a supportive and positive working environment for their teams.

I am frequently struck by the numbers of former pupils and members of staff of mine who talk to me about how much they appreciated the supportive environment in school and share how much culture of listening, sharing and supporting enabled them to do well and enjoy their time with us. My hope is that as we focus on understanding who we are and what our unique contribution can be, we will find that individuals in our schools rediscover a sense of their own identity and purpose, and that their lives will flourish.

Claire Osborn is Headmistress since 2010 of Normanhurst and Braeside schools, two all-through schools in the Oak-Tree Group of Schools in North Essex. Claire is the ISA Chair 2019-2020.

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The ISA Online Community

Don't forget that all staff at ISA Members' Schools can get access to the ISA Online Community. This is particularly useful for anyone with responsibilities for leadership, governance, special educational needs, curriculum, early years, or any aspects of the operation of independent schools. Members of the Online Community can also get almost-instant expert responses to any questions they may post, as well as the latest curated news and best practice from ISA HQ. It's also available on mobile. To sign up, send an email to neil.roskilly@isaschools.org.uk.

NEW – The ISA Certificate in Advanced Leadership

Don't forget to check page 21 in this issue of the Journal or see the ISA website for details of how leaders can earn the ISA Certificate in Advanced Leadership, which is also worth accredited CPD points.

School news

SCHOOLS FROM ACROSS THE ISA SHARE THEIR ACHIEVEMENTS



Abbey Gate College students crowned Young Enterprise 'North West Company of the Year'

ABBEY GATE COLLEGE (N)

Talented students from Abbey Gate College have risen to the ultimate business challenge to be crowned 'North West Company of the Year' in the regional finals of the Young Enterprise Company Programme. The winning team, 'GreenBean', battled it out against eight other teams from Cheshire, Cumbria, Greater Manchester and Lancashire, who over the course of the year have all set up and run successful companies. The team also received the award for 'Best Presentation'. 'GreenBean', who previously won the County final, developed the 'BabyBean', a mini bean bag made from recyclable materials which can be used as a stress aid and to assist dexterity. 'GreenBean' will be one of only fourteen teams invited to compete at the 'UK Company of the Year' award ceremony to be held in London. The winner will go on to represent the UK at the 'Junior Achievement Company of the Year' final taking place in Lille, France with President Macron in attendance. Jasper Naylor, Managing Director of GreenBean, said: "We are delighted to have won the regional final with our BabyBean product and are excited to represent the North West in London."



High-ranking Tibetan Monk enlightens Beech House School

BEECH HOUSE SCHOOL (N)

Beech House School were fortunate to have an exciting visit from a Tibetan Buddhist monk – Geshe Lama Ahbay Tulku Rinpoche. Lama Ahbay is a high-ranking monk (3rd in line to the Dalai Lama). A very humble and sociable man who loves visiting Rochdale. He has been visiting every couple of years as he is fundraising to build a monastery in India where he and his student monks are in exile from Tibet. He explained the Buddhist idea of the Five Precepts. The most important thing is to practise being good which means doing your best to have moral conducts. He taught that the Five Precepts are the minimum we should try to apply and that the most important thing is to be selfless which will obtain the biggest benefits if we avoid words and acts which cause suffering. Lama Ahbay taught that we can demonstrate this through love and kindness to others. Beech House School Head, Kevin Sartain, was very lucky to receive a Khata scarf from Lama Ahbay which symbolises respect and well wishes in Tibetan Buddhism.



SCHOOL NEWS

If you want to share with us some exciting news about your school, please send a press release for our website and/or journal to jennie.quillen@isaschools.org.uk. Please don't forget to include high-resolution pictures.



Mayville High School competes at the Dance World Cup

MAYVILLE HIGH SCHOOL (LW)

In July 2019 six pupils from Mayville High School competed at the Dance World Cup in Portugal. Bryony Way, Daisy-May Hanvey, Havannah Millward-Jenkins, Leia Edyvane, Eden Graham and Max Iveney all returned home with medals highlighting their outstanding success.

Max was awarded the gold medal for the second year running for his jazz solo and was also given the opportunity to perform his winning jazz solo once more at the 2019 Dance World Cup theatrical gala. The gala is made up of performances of all the gold medal winners in the mini and children sections, showcasing some of the dancers from the thousands of children and 50 plus countries that have taken part. Bryony was also selected to perform at the winner's gala after achieving gold for her song and dance, playing the part of Mary Poppins in a special masterclass and performance.

At the end of the gala Max was presented with a trophy for the 'Most Outstanding Boy Award' in the mini and children sections. He was selected out of the boys aged 13 years and under that have taken part in the Dance World Cup. Max and his peers are very proud to be a part of Team England and he was honoured to be given this award.



Mayor enjoys prestigious academic awards ceremony at LVS Ascot

LVS ASCOT (LW)

The Mayor of Bracknell Forest, Councillor Pauline McKenzie, enjoyed a prestigious day honouring the academic achievements of students at LVS Ascot in July. She was part of the Platform Party, joined by LVS Ascot Principal Christine Cunniffe and Chairman of the Governing Body Anita Adams amongst others, who witnessed a host of students receiving recognition for their effort and performance across the academic year. The Mayor thanked everyone for the warm reception she received and sent her congratulations to all the students who received recognition for their achievements, saying: "It was such a pleasure to witness their joy, and so well deserved. The school has created a warm, friendly, family culture and the speeches were excellent and heartfelt". One of the highlights of the event was the leaving speeches of the outgoing Head Boy, Head Girl and Head of Boarding which were highly emotional. Head Girl Megan Du Toit said: "To the future Head Girls sitting in this hall today, believe in yourselves – don't let anyone doubt you or tell you differently. Strive towards your goal and most of all, be yourselves".

School news

CONTINUING OUR COVERAGE OF EVENTS AND NEWS ACROSS THE ISA COMMUNITY.

Radnor House student awarded Young Fashion Designer of the Year.



RADNOR HOUSE SEVENOAKS (LS)

Pippa Mallinson, a Year 8 pupil at Radnor House Sevenoaks is a keen fashion designer, and, although still very young, has been so for a number of years. Pippa has a keen interest in experimenting with different materials with her wedding dress made from toilet tissue being her most ambitious, but

also her most successful to date. Off the back of this, Pippa won the UK Young Fashion Designer of the Year (South) 2019, becoming the youngest recipient of the award in its history, and a summer contract with a prestigious wedding dress designer. Young Fashion Designer UK is an exciting National competition which has been established since 2010. It focuses on enhancing the talent of Young Fashion Designers to showcase and promote the exceptional work achieved by GCSE, A-Level, and students aged 11-14 studying textiles design, product design and fashion throughout the United Kingdom. Stretching across the UK, the competition is hosted by centres in the South and Midlands who are each committed to providing a platform for young fashion designers. Radnor House are thrilled by this achievement and very excited to see how Pippa will develop as an artist and as a designer over the coming years.

The Gower School students, stars of the Chelsea Flower Show 2019



THE GOWER SCHOOL (LN)

Five primary students from The Gower School, Islington, showcased the Gold Medallist Montessori Centenary Garden – a children’s ‘Space to Grow’ garden at the Chelsea Flower Show – celebrating 100 years of Montessori teacher training in the UK. The children, aged four to seven, were praised for being very confident and able, as they showcased the beautiful garden to dozens of celebrity visitors during the opening of the garden. Barbara Isaacs, Montessori Global Ambassador praised The Gower School students: “This part of the garden really represents ‘children’ – vibrant and full of energy, each different, yet part of the whole. We would not have had a better representation of a Montessori learning community. The children engaged with all aspects of the garden – planting, exploring with the underwater camera, decorating the den with giant pebbles, drew flowers and talked to visitors, they showed how engaging the garden is and how well they cooperate and enjoy exploring the environment. The children were the stars of the day and great ambassadors for Montessori!”

KEY

SW-SOUTH WEST ▪ N-NORTH ▪ E-EAST ▪ M-MIDLANDS ▪ LN-LONDON NORTH ▪ LW-LONDON WEST ▪ LS-LONDON SOUTH

For more ISA school news, please visit www.isaschools.org.uk/category/isa-news/

Thorpe Hall School joined by Channel 5 News for Breakfast.



THORPE HALL SCHOOL (E)

Thorpe Hall School's early risers made the national news in June when the school kicked off its annual Healthy Eating Week campaign and a crew from Channel 5 News came along for breakfast. Pupils and parents were invited to the school's #BestStart breakfast café, with its new healthy options menu providing a free breakfast throughout the week. The Channel 5 News team interviewed staff, parents and pupils about diet and sleep patterns and heard about the school's plans to rise to the British Nutrition Foundation's (BNF) Healthy Eating Week challenges. The media interest coincided with the release of the BNF's sleep survey, which found that many adults and children are not getting enough sleep, linking lack of sleep to obesity in children and highlighting the importance of a healthy breakfast. Rebecca Barlow, School Counsellor and Wellbeing Co-ordinator at Thorpe Hall School was the driving force behind the week's programme and commented. "The week has been a huge success and we've focused on a range of tools we can all access to help stay physically and mentally healthy – such important life lessons for young people."

Bridgewater pupils unveil new adventure playground



BRIDGEWATER SCHOOL (N)

Bridgewater School's Prep Council have opened a new adventure playground for their Early Years Foundation Stage pupils. The endeavours of the children on the Prep Council at Bridgewater School have been rewarded with the installation of some essential new play equipment, which they proudly presented to the surprise and delight of their classmates. The new equipment comprising of a climbing wall, tunnel, slide and giant sandpit is situated on the Early Years Foundation Stage outdoor space and is designed to improve the physical skills and gross motor development of the youngest children at Bridgewater School. Said Mrs Patrice Pritchard, Early Years Team Leader: "The children have been thrilled to use the new equipment and we can already see an improvement in their confidence and physical skills." The Prep Council empowers pupils by providing an opportunity for anyone from Kindergarten to Prep VI to discuss topics raised by fellow classmates and make suggestions to staff and governors.

Webber Independent School wins 2019 Badminton Championships

WEBBER INDEPENDENT SCHOOL (LN)

The nation's 36 best school teams fiercely competed for titles in the National Schools Badminton Championships in May with Webber Independents KS3 boys' team taking first place. Ritvik S, Ethan H, Yash S and Ibrahim K took to the court at The National Badminton Centre in Milton Keynes to play in the final. The competition was packed with high quality players focused on taking home the crowning title. On the day, The Webber Independent team took part in 20 matches, winning 18 of them. Ross Knapper, PE Teacher at Webber Independent School and Team Manager commented, "The energy and skilful play our boys displayed was very impressive. The entire team have shown a lot of dedication throughout the championships, and their performance directly reflects their effort and focus. The win was earned and a thoroughly deserved victory."



The Emotion Revolution: going back to our roots to drive us forward

SUZANNE BROWN EXPLORES ANXIETY IN CHILDREN
AND WHEN EXTERNAL SUPPORT BECOMES ESSENTIAL

Dr Suzanne Brown



Anxiety is described as one of the most debilitating experiences of our time. A survey by NHS Digital (2018) reported that one in twelve 5-19 year olds have an 'emotional disorder', with anxiety being more common (7.2%) than depressive disorders (2.1%). The statistics are worrying with more than 1 in 10 people likely to have a 'disabling anxiety disorder' at some stage in their life, and presently 40% of disability worldwide is attributed to emotional difficulties such as depression and anxiety. 'Emotional disorders' are on the rise whilst other types of 'disorders' remain relatively stable. So how can we make sense of this growing trend, what does anxiety indicate, and could we actually be pathologising what is the normal, messy human condition?

I have anxiety. So, do you. In fact, every single person does. It's the way we're biologically and evolutionarily wired. Anxiety is a biophysiological response to one of two things: external danger designed to alert you to act and respond to the threat in your environment, or, feelings that are internally evoked that are deemed as threatening. Let's think about this for a moment, after all most of the time anxiety is considered the final

destination, as in: "I have anxiety". Full stop. Rather than being viewed as a symptom, an alarm alerting you to something underneath that demands further investigation and exploration to see what has triggered this. You would never listen to a fire alarm without trying to seek out and extinguish the fire, so why is it that we seem content with accepting the alarm our body is signalling without investigating the cause?

Anxiety then exists as a mechanism that alerts us to danger. If we can readily accept this, it makes sense that for our basic survival we should be vigilant to threats in our environment. Ideally, our sympathetic nervous system kicks in and a cascade of physical symptoms occur: heart racing, tension in limbs to prepare you for fight or flight, blood pumped to the necessary vital organs, focus and awareness increase. Now, in the event that anxiety exceeds this level, it may be that our parasympathetic nervous system becomes activated; this is the freeze or faint response you have likely heard about, the sham death in an attempt to survive our dangerous situation. All well and good. Our body and brain integrated in their capacity to increase our survival

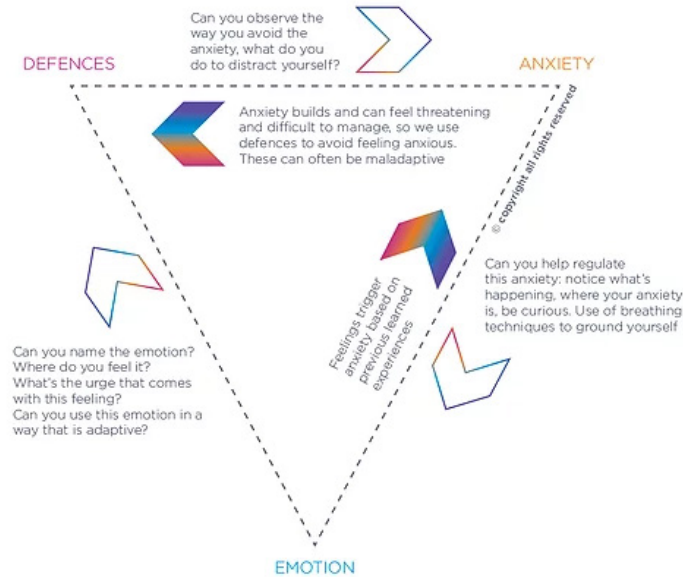
choose the best option to increase the likelihood of this happening. We have a lot to be thankful for, this really does happen without a conscious decision and has often stood us in good stead; whether that is facing down a sabretooth lion or in the face of traumatic abuse.

Now let's consider the second proposition, that anxiety can also be present in the absence of external threat. How would this make sense? If nothing is threatening your life, then feeling anxious surely is a hindrance that cripples your ability to perform at your best, gets in the way of you thriving, whether that be in work, personal relationships or with peers. Anxiety is thought of as the mechanism that stops you going for that promotion, that makes you avoid conflict, that causes you to hide away from social interaction or gatherings. High and unregulated amounts of anxiety cause a great amount of suffering. Yet, as a society we seem to have accepted anxiety as the explanation for why we become crippled rather than separating the stimulus from the internal response it generates.

I want to talk more about this, as it really is missing from our social discourse. Instead, people are encouraged to engage in more "self-care", promoted to take a walk, a bath, do some mindfulness. Whilst these may provide temporary relief, we find thousands of people still struggling with anxiety, no better off and with the added guilt of not being "resilient enough" to manage these feelings through self-care. So, why would feelings generate a crippling response when surely our emotions are designed for action? Emotion translates into evoking motion. For that very reason, feelings drive our behaviour. They drive us towards what we desire and help us avoid what is threatening to us.

Triangle of Safe Uncertainty Dr Suzanne Brown

E-motion = **E**voke Motion



This actually begins when we are relatively young and helpless. Unlike other mammals, humans are born far earlier than is safe for their independent survival and thus more reliant on others for their safety. We rely on the adults around us for protection, often our parents, but ultimately whoever is providing that early care, nourishment, security and love. It is from this early experience we scaffold our expectations. This early care informs our expectations of what we deserve from others and how safe and secure the world is. When care is consistent and forthcoming we see ourselves as deserving of that care, we expect that others will provide it and that the world is generally a reliable and safe place.

“Noticing and understanding emotions in oneself is considered one of the four key ingredients of emotional intelligence.”

Now let us imagine that as with all children and parents, their needs are not met or fulfilled 100% all of the time. On some occasions our needs are delayed or even denied. When our needs are not met, this generates a reaction; sadness, reactive anger, guilt about having such

anger towards someone whom you love. Unfortunately, for some children their needs are chronically and repeatedly not met, violated or denied. For these children they have a different scaffold, one that suggests that they are not worthy of care or affection, that others will not consistently meet their needs and cannot be relied upon, and that ultimately the world is unpredictable and unsafe. You can begin to see how the basic architecture and foundations for later relationships for each child is unique to their early start in life.

What is a child to do with all of these feelings at such a young age? As the parent of a newborn I see it firsthand when my child's wants are not immediately gratified, he at this stage has no inhibition in letting me see his anger when he is hungry, or his desire for comfort and closeness. Just like my newborn, children initially express this. There is no reason not to. However, what they soon learn through the responses from those around them is how acceptable or unacceptable these feelings are. As social creatures we are quick to learn what may not be permitted and it may not always be intentional on the adult's part. However, when the child sees that their feelings (whether this be a desire for love, expression of anger, joy and play, grief and sadness) cannot be tolerated, it communicates a vital message:

these feelings threaten the bond between the child and the person they rely on for their survival. What a predicament, and one that creates an enormous anxiety at the threat to such an important relationship.

Children in their adaptive ways respond to this communication by shutting this down, so adeptly that over time they may not even be aware of the feeling being triggered, but instead they may be acutely aware of the anxiety that is left in its place. Now, nobody likes to experience chronic anxiety, we're designed to minimize this in order to maintain an emotional homeostasis. As such, we develop coping mechanisms, ways of defending against the feeling and distraction from the anxiety. We work more, we shop more, we over-exercise, overeat, under-eat, we spend hours on the internet, we dismiss our feelings like others have dismissed them. At the more destructive end of this spectrum we engage in self attacking and harmful behaviours: self-harm, alcohol abuse, addiction, harmful relationships. Do the defences provide temporary relief and distraction, perhaps. Does it also create a culture of neglecting our internal world and becoming more disconnected from ourselves and others? Sadly, yes.



FARADAY SCHOOL (E)

Noticing and understanding emotions in oneself is considered one of the four key ingredients of emotional intelligence and yet we have become a society that is unaware of what we feel and instead only know that we are anxious. This begins so early and insidiously that it weaves its way into the fabric of our interactions from infancy. A good friend of mine recently told me about her four-and-a-half-year-old son at nursery chatting with his friends. They were talking about death, sharing stories about the death of their close family members. This happened naturally and with ease; part of the sense-making and story-telling that is innate in all of us. Where in adulthood, facing our mortality can prompt an existential crisis, in contrast these children are taking it in their stride.

They were doing what comes naturally, processing life events and connecting with one another in a very real way.

Later that day, when my friend went to collect her child from nursery, she was pulled aside by the teacher who told her about this, insinuating that it hadn't been an 'appropriate topic' and went on to say, "we don't use the words death or dying around here". Let me ask you this: who had more of an issue with the topic of death and dying that day, the children or the adult teacher?

So, what can we do about this? An emotion revolution is needed desperately before we become so misattuned with ourselves and others that we medicalise the most natural and normal of human experiences.

Instead of turning away, we can turn toward those feelings we have long shutdown on, use them to guide our actions, listen intently to what they communicate. We can recognise anxiety as an alarm system but dig deeper underneath to work out what has set this off. This reminds me of the quote by Jiddu Krishnamurti: "It is no measure of health to be well adjusted to a profoundly sick society". The alarm is ringing for a reason. We would call it working the triangle of conflict (Malan,1995; see figure 1), observing how you try to avoid these feelings and instead working your way back to the core emotion at the heart of it. Once people do this, they often describe being released from the perpetual suffering they have been experiencing.

Often people I work with describe the way they have been 'coping' or defending against these feelings as causing the most pain. There is a freedom and liberation in having a better relationship with what you desire and using this to connect with others and it's within us all.

¹ As a critical psychologist, the use of terms such as disorders are not endorsed by the author but merely reflect the common terminology in the narrative often found within the biomedical model of distress. The author does not endorse this model of understanding the human condition and the use of singular speechmarks reflects this.



Dr Suzanne Brown, Clinical Psychologist (Bsc Hons, MSci, DClinPsy, HCPC)

Suzanne is a registered Practitioner Psychologist and has experience across a range of environments working with a diverse client group in the NHS, elite sports and business. She is trained in a variety of psychological techniques and is passionate about areas such as attachment, trauma and neuroscience. As a self-confessed eternal learner, Suzanne is currently training in Intensive Short-Term Dynamic Psychotherapy, an emotion focused therapy.

Currently working with Arsenal Football Club contributing to a sustainable culture she brings a unique insight into high performance, psychological well-being and teamwork. Suzanne also maintains a private practice where she provides an environment of equal challenge and support for profound and meaningful change. Her research is published in academic journals and she has presented as a keynote speaker at several UK conferences. More information can be found on her website emotionallyconnected.co.uk

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Welcome to our new members

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School	Head	Area
Centre Academy East Anglia	Kim Salthouse	East
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Children's House School, The	Kate Orange	London North
Oxford Sixth Form College	Mark Love	London North
La Petite Ecole Bilingue	Helene Knupffer	London North
Ashgrove School	Patricia Ash	London South
Instituto Espanol Canada Blanch	Carmen Pinilla	London West
Kensington Wade	Jo Wallace	London West
Woodstock House School	Emma Sanderson	London West
Northleigh House School	Viv Morgan	Midlands
Mander Portman Woodward (Birmingham)	Mark Shingleton	Midlands
Thornton College	Val Holmes	Midlands
Christian Fellowship School	Richard Worsley	North
Delta Independent School	Helen Daghish	North
Westonbirt School	Natasha Dangerfield	South West
Park School	Amanda Bellamy	South West

Transfer of Membership

School	Head	Area
Cambridge Centre for Sixth-form Studies	Denise Hammersley	East
Cambridge International School	Joel Dixon	East
Saint Pierre School	Peter Spencer-Lane	East
St. Philomena's Catholic School	Philippa Matthews	East
Roxeth Mead School	Suzanne Goodwin	London North
Cumnor House School for Girls	Amanda McShane	London South
Red Balloon Centre, Reading	Tristan McGuinness	London West
Southbank International School, Westminster	Paul Wood	London West
ACS Hillingdon International School	Martin Hall	London West
Chase Grammar School International Study Centre	Michael Hartland	Midlands
Chase Grammar School	Michael Hartland	Midlands
Pitsford School	Craig Walker	Midlands
Akeley Wood Senior School	Simon Antwis	London North
Oracle Centre, Congleton, The	Simon Ashurst	North
Heywood Preparatory School	Rebecca Mitchell	South West
Westbourne School	Gerard Griffiths	South West

School Associates

Name	School	Area
Teikyo Foundation School	Dean Simpson	London North
King's School, The	Andy Reeves	London North

Well-being. A practical approach.

PAUL MOSS ASKS SCHOOLS TO FEED THE MIND CAREFULLY IF CHILDREN ARE TO DEVELOP MENTAL WELL-BEING

Paul Moss

There is an ancient prayer which deals fully with the modern concept of 'well-being'.

**May all be happy
May all be without disease
May all creatures have well being
And none be in misery of any sort
May peace and peace and peace be everywhere.**

Idealistic, perhaps but it sets out the sound which we would wish for the tender children in our care.

When a child of the age of three or four enters the gates of a school it is the beginning of limitless potential. The young and tender being is ready to receive whatever is presented as he or she walks through childhood, adolescence and finally adulthood is completed. Thankfully, in what can be a rather difficult journey at times, there is the company of a teacher, or teachers to show the way. The world is a harsh teacher and the function of a school is to provide and protect all that is needed for a full and glorious education.

Our first consideration should be what exactly are we meeting when the first child walks into our schools, what are we actually educating? What should be provided to nourish the child at all levels?

To begin our search for the provision of well-being in simple terms we need to give every aspect of the child the correct diet. The first area is that of Spirit. This is known by many different names: God, Consciousness, Myself, Soul etc. It is that aspect of humanity which is the same in every human being. It is endless, limitless, without form or shape but easily recognised in every man and woman, the vitality, energy and unity of all.

The only thing you can do wrong with Spirit is to ignore it. In assembly it needs



OAKFIELDS MONTESSORI SCHOOL (E)

to be spoken of, praised and put into music and song. It is first and comes from stillness and silence. Children love recourse to stillness and silence, a quiet reflective period at the beginning and end of every activity, a pause brings this huge but hidden word into focus, into the present moment. There are various techniques on offer but by far the simplest is the connection with the senses.

Feel the body on the chair.

The play of air, the touch.

Enjoy and see colours and forms.

Listen to all sounds and connect with the silence beyond.

Come to rest in yourself.

More meditative techniques can be introduced as the child grows older but best to begin with simplicity. The simplicity of just being where you are and not off in a world of dreams and imaginings.

The heart comes next, this fluid, generous and expansive aspect of all. It is a great store house and takes in impressions with complete ease. Therefore, feed it with

the finest music, glorious speech and stories of how great people have acted from their hearts in the care of the world. Give the children the opportunity to serve their class, their school, their family, their community, their nation and their world. Take them to the finest buildings, churches, art galleries, palaces etc. Show them the works of the greatest artists: Leonardo, Rembrandt, Vermeer.

And now the mind, a tool capable of creating all that humanity and the world needs from rockets to the moon and the finest literature. Let the mind dwell in all that is good and useful, open and develop the natural creativity of the child.

The smallest part of a human being is the physical body. However, its function is to carry the individual through, hopefully, a long life. Feed it the finest food, fresh, balanced and nourishing. Physical exercise every day – running and swimming for stamina, gymnastics for fluidity and strength. Team games for friendship and competition.



THE ROCHE SCHOOL (LW)

The key to well being is the food given at all levels. We would not want to feed the body with stale, putrid food but the same applies for the more subtle aspects of the human being.

Give our youth the best that civilisation can offer. Feed them with all that is good and beautiful.

“Give our youth the best that civilisation can offer. Feed them with all that is good and beautiful.”

The following is an honest effort to find ten simple principles or practices to really care for the nation’s children.

- Acknowledge that teaching is not a job. It is a way of life. Teaching is a noble profession. Treat teachers accordingly.
- Children are beings with limitless potential.
- Give the children the finest food, i.e. fresh food for the body, brilliant material for the mind, beauty and creativity for the heart. Also recognise their spirit.

- Put great emphasis on speech, what you speak, how you speak and how you speak to others. Encourage good manners.
- Give children access to quietness and steadiness. Begin each day with an assembly. Let all teachers and children gather together and see and feel the unity of the school and of humanity. Sing!
- Establish and encourage service of each other in the school. Move from care of oneself to care of family. Community, nation and world.
- Be very aware of the environment in which the child lives. Let it contain both order and beauty.
- Be aware that whatever teachers and parents feel, think and do, children will imitate. This is the key to true discipline.
- Balance the activity of every day. Let them live a balanced life, i.e. a balance between academic study, conversation, art, music, drama, physical activity, rest and play.
- Avoid criticism: parents of teachers, teachers of parents, and parents and teachers of children. Respect each other.



Paul began his career in the state sector where he worked in London in Poplar and Lewisham. He then moved to Thomas’s where he became Head of this high-profile London Prep school. From 1993 until 2009 he was Head of St James Junior School and then Principal and Director of Development. He now works as an education consultant, primarily providing advice, teacher development and support to a number of schools worldwide inspired by St James.

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MENTAL HEALTH: BRAVE THE RAGE – THE 5 STEP SOLUTION TO PERSONAL WELLBEING

16 October | North Bridge House School Hampstead

A practical workshop designed to help all professionals, including Pastoral Care, Early Intervention and Prevention and SENCOs. Delegates will learn to understand and identify areas of vulnerability and to work effectively with pupils building solutions to bullying, stress, anger and anxiety. A comprehensive step-by-step personal wellbeing programme, providing strategies for exam pressure, anxiety, anger management, self-esteem and confidence, will be supported by tools for friendship skills, bully defence, and top tips for positive mental health.

MENTAL HEALTH: SOCIAL MEDIA & YOUR SCHOOL'S MENTAL HEALTH & EMOTIONAL WELLBEING

13 November | Heathfield Knoll School, Wolverhampton

Delegates will learn about the current trends in social media and understand the impact, both positive and negative, that social media has upon young people and schools. They will learn to recognise and manage the more negative aspects such as bullying and also develop best practice strategies to use social media as a positive tool, so it can be used to support pupils and staff to enhance learning, communication, relationships and emotional wellbeing, and become a benefit to pupils, teachers and schools.

INSPECTION: THE INSPECTION OF GOVERNANCE FOR HEADS, PROPRIETORS & GOVERNORS

12 November | ISA House, Great Chesterford

This course will cover the inspection of governance and will alert you to any recent changes in the Regulatory Requirements that affect Heads, Proprietors and Governors. There is a requirement that Heads, Proprietors and Governors are involved in regular training and this is your chance to fulfil this obligation. It will also give you an opportunity to see how governance is structured and managed in other schools.

INSPECTION: SECURING EXCELLENCE IN EDUCATIONAL QUALITY INSPECTIONS

13 November | ISA House, Great Chesterford

The course will cover an exploration of which parts of school life have an impact on the quality of pupils' achievement and their personal development and encourage delegates to reflect on how well they are making the most of the opportunities for excellence that they give to their pupils.

INSPECTION: GETTING IT RIGHT – HELPING YOU MASTER COMPLIANCE

26 November | LVS Oxford

This course will give a very brief introduction to the two inspection models. Then, we will focus on how to be ready for inspection with your documentation and your regulatory policies, and how to approach and prepare for the educational quality inspection, by ensuring all staff are fully aware of the impact of their roles on the pupils' achievement and personal development.

LEADERSHIP: UNLOCKING THE POTENTIAL OF YOUR TEAM

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12 November | Chelsea Physic Garden, London

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The course will include a tour of the garden and practical sessions for embedding the natural world into your curriculum.

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28 November | North Bridge House School Canonbury

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WHAT IT IS

This is a new initiative recognising excellence in senior leadership and a continuing commitment to improvement. Those who have achieved the award will receive a framed Certificate in Advanced School Leadership from the association and the acknowledgement of their peers through recognition in the ISA newsletter, social media and on the ISA website.

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HOW IT WORKS

The certificate is bespoke and can be achieved by collecting credits from across our high-level leadership courses, over a two-year period. You must collect 25 credits in total to achieve the award, and you may choose how you wish to achieve the credits, through any combination of the tasks below:

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- Practical work outside of your normal role, such as relevant experience in governance, over two years in a state or private school (*6 credits*)
- Credits can also be claimed for leadership courses and events taken with ISA during 2018-19

You can find the selection of courses and conferences that contribute to this certificate on our website www.isaschools.org.uk.

In addition, a number of these Leadership courses will also be accredited through our new CPD certification service.

(See more information about accredited courses on page 21)

A New Challenge

THE PURPOSE OF A TEACHER HAS CHANGED DRAMATICALLY AS MORE PUPILS ARRIVE AT SCHOOL WITH MENTAL HEALTH CONCERNS, ARGUES MIKE CROSSLEY

Mike Crossley

The job of a teacher in any school has changed exponentially in recent years and an awareness and understanding of so many new initiatives and regulations has become very much an expectation for all teachers and leaders. I have no doubt, however, speaking to colleagues and fellow Heads that the area where schools have started to perhaps feel more vulnerable, challenged and at times more bewildered than ever, is just how they are expected to cope with the increased number of pupils who are openly struggling with their mental health fitness.

The general statistics tend to concur within various organisations and make grim reading;

1 in 8 children have a diagnosable mental health disorder and in a relatively recent Youngminds survey, three-quarters (76%) of parents said that their child's mental health had deteriorated while waiting for support from Child and Adolescent Mental Health Services (CAMHS). Worryingly, less than 1 in 3 children and young people with a diagnosable mental health condition, it appears, get access to NHS care and treatment. Finally, in total, less than 1% of the total NHS budget is spent on children and young people's mental health services. (Youngminds 2017)

With this in mind, put yourself in the shoes of the modern day parent. Their child is in the local school; there are possibly 32 other pupils in the class and they are concerned their child is getting 'missed'. It is a scenario that many Independent School Heads will be familiar with, when they speak with prospective parents looking to make the move from State to Independent. We also learn that the aforementioned child is becoming increasingly anxious it seems, disengaged, listless, at times frustrated and even disruptive. In many of our prep schools



class sizes average 13, the behaviour and atmosphere is hopefully relaxed yet purposeful and to the prospective parent this is extremely appealing for all the obvious reasons.

The danger at this point is not that the parents take the plunge, go through the procedure and their child makes the move from state to independent. The danger is the assumption from the parent and the welcoming school that the anxiety, moods and frustrations will somehow disappear simply because class sizes are halved and there appears to be a calmer atmosphere. The prep school will often be seen as a haven and understandably so in many respects.

However, the reality is that there are likely to be a number of reasons and importantly signs which the staff in any school should be able to identify if they are going to be able to assist the child whose mental health fitness is poor. A simple change of scenery is occasionally but rarely enough.

Three years ago, as a school, we recognized that there was more we could and should be doing. It was clear to me that we needed to deal more effectively

with the increasing number of pupils who were, either, arriving in our schools with concerns about their mental health fitness or importantly, current pupils who were developing such concerns. Parents were looking to myself and other senior staff for guidance and support and our expertise and knowledge like so many schools, was lacking.

As a result, we discussed such matters at senior management level and then, as a school, we embarked on a Mental Health First Aid course courtesy of MHFA over 2 days which resulted in 8 enthusiastically qualified staff as mental health first aiders. On a personal note I was so impressed and convinced as to its value at the end of the two-day course, that I undertook the Instructor training ready to continue the training of further staff in due course.

Over the two-day course, we learnt to recognize the importance of assessing the risk, listening non judgmentally, providing reassurance and information, in addition to encouraging self and professional help and crucially where to access such support. The MHFA training has importantly resulted in the entire staff feeling reassured that we have those with specific knowledge on hand



in the school, the subsequent creation of a wellbeing team within the school and greater confidence within the staff and parent body.

It has been argued recently that any school might be considered negligent and non-compliant if it had insufficient numbers of staff trained as physical first aiders, and on that basis shouldn't the same apply with respect to mental health first aid? There is no doubt that when we speak to our pupils about physical health they can tell us all about the need for exercise, diet, sleep etc but they are significantly less well informed with respect to recognising what constitutes a high level of mental health fitness.

There are ongoing debates in staff rooms across the nation as to why we have seen a sudden rise in concerns about a pupil's mental health fitness. Some feel this is due to heightened awareness and frankly, there is insufficient opportunity in this article to deliberate this at length although Anthony Seldon, an educational pioneer in the field of wellbeing and mindfulness in schools, coins an acronym 'SPC' which in my view, makes a great deal of sense.

The S stands for Social media which is everywhere and whilst it has its positives, today's youngsters are simply finding it harder and harder to live without it. As a result, their sleep is disrupted, their moods change more frequently and their 'friends' are often ones they never meet. Of course these friends might also bully, cajole and influence from a distance; sometimes with devastating consequences.

The P is for Pressure which exists in so many forms and certainly parents, schools and the children themselves are all culpable as they aim to conform to often unrealistic expectations. Academic pressures are commonplace and certainly part of our examination process, but clearly damaging when we read of children as young as five being tutored for limited places in schools and children at 11, sitting scholarship exams for up to five different senior schools. As adults we recognize the effects of too much pressure in the work place etc but it is certainly a concern that starts much earlier than simply in the workplace.

The C, quite simply refers to copycat; children see others self-harming or developing eating disorders and they will follow. One can argue that mental health illness is as contagious as physical health illness.

Independent schools are fortunate in that as the term suggests, the curriculum and programmes of study we devise for our students should not be prescriptive. It is my view that we should ensure that as Heads, we feel confident we are aiming to provide our pupils with the skills to cope with problems when they arise, (and they will) whilst ideally building in our pupils, the capacity and resilience to prevent them arising in the first place. The challenge as ever, is how?

This can appear a daunting prospect as I indicate at the outset but when we consider the importance of developing these life skills we realise that the majority

of good schools do this naturally and it is more a case of crystallising this process, packaging it if you like and embedding these skills purposely into our curriculum and certainly basing our reward systems around the acquisition of these skills. Pupils learn quickly that being rewarded for tenacity or collaboration is far more meaningful than simply gaining a House point.

Ensuring we recognise the need for a 'safe place' in our schools for those pupils struggling with their mental health fitness and having staff available with the time to assist is so important. Support is key.

In conclusion, ensuring our schools are equipped with trained professionals, able to identify and assist with mental health problems is becoming essential. If this is combined with a curriculum which recognizes the importance of developing skills which help the child devise strategies and knowledge to cope from an early age, plus a school ethos which places pupil and of course, staff wellbeing at its core, we will be better placed to deal with this escalating concern.



Mike Crossley has been Head of Langley Preparatory School at Taverham Hall for over a decade, having previously served as a Deputy Head and Senior Master at two leading Prep schools. Mike was awarded the NPQH in 2007 and has been an ISI inspector for 15 years. More recently he trained as a mental health first aid instructor and feels passionately about the need to equip today's pupils with the life skills and resilience to deal with an ever more challenging world.

Social Media, & its effects on children & young people's mental health in independent schools

TECHNOLOGY HAS OPENED UP EXCITING NEW WORLDS FOR CHILDREN, BUT SCHOOLS ARE STRUGGLING TO KEEP UP WITH THE CHALLENGES AND THE CONSEQUENCES CAN BE DIRE

Jonathan Glazzard and Samuel Stones, Leeds Beckett University, UK



How do young people use social media?

Research suggests that social media use is far more prevalent among young people than older generations (RSPH, 2017). Young people aged 16-24 are the most active social media users with 91% using the internet for social media (RSPH, 2017). Young people use social media for a variety of purposes, including for entertainment, to share information, network, keep in touch and to gain emotional support and health information (RSPH, 2017). For young people attending boarding schools, social media can be a vital lifeline for many, particularly in the initial stages of transition when they move away from home. Some will adapt more quickly than others but for those who experience homesickness and isolation, social media provides them with a platform for staying connected with families and friends at home.

Social media and its links to mental health

Evidence suggests that social media use can result in young people developing mental health conditions including anxiety, stress and depression (RSPH, 2017). Research has found that four of the five most used social media platforms make young people's feelings of anxiety worse (RSPH, 2017). Research suggests that young people who use social media heavily, i.e. those who spend more than two hours per day on social networking sites, are more likely to report poor mental health, including psychological distress (RSPH, 2017).

According to research use of the internet has risen rapidly in the last decade (RSPH, 2017). The way in which young people interact has changed significantly over that time. Social media enables them to develop online connections with people within their immediate friendship group but also to form connections with people who are more geographically dispersed. Due to the digital revolution in recent years, young people are now able to communicate with others more efficiently and gain access to knowledge and advice more rapidly. For those living in rural communities, social media can facilitate social communications which otherwise would not be possible and for young people living away from home, including those in boarding schools. Social media facilitates connectivity with families and friends, which is vital for students who live away from home.

Social media is an extremely important part of young people's daily lives. It brings many benefits but is also exposes them to multiple risks. Although young people may be aware of the risks and understand how to keep themselves safe, cases of suicide in the United Kingdom (UK) as a direct result of social media indicate that more needs to be done to keep young people safe.

This article highlights some of the detrimental and positive effects of social media use on children and young people's mental health. The implications for schools, parents, social media and advertising companies and the government are addressed. This article highlights that schools cannot solve all the problems and that other stakeholders also have a responsibility to keep young people safe when they are online.

Cyber-bullying is a significant problem which affects young people. Evidence suggests that seven in ten young people experience cyberbullying (RSPH, 2017). Cyberbullying exists in a variety of forms. It can include the posting of hurtful comments online, threats and intimidation towards others in the online space and posting photographs or videos that are intended to cause distress. This is not an exhaustive list. Cyberbullying is fundamentally different to bullying which takes place in person. Victims of cyberbullying may find it difficult to escape from because it exists within the victim's personal and private spaces. For students living in dormitories it can take place without others being aware of it and this can lead to internal psychological distress. Victims of cyberbullying can experience depression, anxiety, loss of sleep, self-harm and feelings of loneliness. Students living away from home lack the direct support of family members and may therefore find it more difficult to be resilient to cyberbullying. In addition, hurtful messages can be easily forwarded on, resulting in a significant number of people witnessing the bullying. Victims are then publicly shamed by a large audience.

Social media has also been associated with body image concerns. Research indicates that when young girls and women in their teens and early twenties view Facebook for only a short period of time, body image concerns are higher compared to non-users (Tiggeman and Slater, 2013). Young people, both males and females, view images of 'ideal' bodies and start to make comparisons with their own bodies. This can result in low body-esteem, particularly if they feel that their own bodies do not compare favorably to the 'perfect' bodies they see online. It is particularly concerning that there has been a rise in the number of young people seeking cosmetic surgery and social media has contributed directly to this. Advertising companies which use social media platforms must stop perpetuating the message that only thin, slender and muscular bodies are beautiful by portraying a range of body sizes and types on products.

Research demonstrates that increased social media use has a significant association with poor sleep quality in young people (Scott et al, 2016). However,

young people enjoy being constantly connected to the online world. They develop a 'Fear of Missing Out' (FoMO) which is associated with lower mood and lower life satisfaction (Pryzbylski et al, 2013). This can result in them constantly checking their devices for messages, even during the night, resulting in broken sleep. Sleep is particularly important during adolescence and research suggests that exposure to LED lights can interfere with the natural processes in the brain that trigger sleepiness. For students living in boarding houses, exposure to LED lights during the night can result in broken sleep, which can impact detrimentally on their overall health.

The link between social media use, self-harm and even suicide is particularly worrying (RSPH, 2017). The fact that young people can access distressing content online which promotes self-harm and suicide is a significant cause for concern. This content attempts to 'normalise' self-harm and suicide and can result in young people replicating the actions that they are exposed to. If students are living away from home and experiencing depression, loneliness and homesickness, they are particularly vulnerable to self-harming and suicide ideation. The fact that young people can access videos which live stream self-harm and suicide is particularly worrying, especially when students are initially transitioning to life as a boarder and are therefore already vulnerable.

Despite the advantages of social media, constant connectivity with friends and family at home can impact detrimentally on their transitions to life in a boarding school. During the early stages of transition students need to develop new friendships with their peers and form positive relationships with teachers and pastoral staff. It is possible that very regular contact with friends and family at home may increase the sense of homesickness and isolation.

The benefits of social media

Research suggests that young people are increasingly using social media to gain emotional support to prevent and address mental health issues (Farnan et al, 2013). This is particularly pertinent for young people who represent minority groups, including those who identify as lesbian,

gay, bisexual or transgender (LGBT), those with disabilities and those representing black and minority ethnic groups. The use of social media to form online digital communities with others who share similar characteristics can be extremely powerful. Young people from minority groups are able to become 'global citizens', thus reducing isolation. Participating in online networks presents them with an opportunity to meet with others who share their identities, to gain mutual support and advice and to gain solidarity. These networks can reduce feelings of loneliness and support the development of a positive, personal identity. They can also support young people to become more resilient to adverse situations which can help them to stay mentally healthy.

Whilst online communities can be beneficial, they also bring associated risks. For example, members of the LGBT networks can become easy targets for abuse, discrimination, harassment and prejudice. It is therefore critical that young people understand how to keep themselves safe online and develop appropriate digital resilience to enable them to address these challenges.

Social media use can allow young people to express themselves positively, letting young people put forward a positive image of themselves. Social media platforms enable young people to share creative content and express their interests and passions with others (RSPH, 2017). This can help to strengthen the develop a positive identity among young people and provide them with numerous opportunities to experiment with a range of interests.

Social media platforms offer young people a useful tool to make, maintain or build social connections with others (RSPH, 2017). Additionally, research suggests that strong adolescent friendships can be enhanced by social media interactions (Lenhart, 2015). Thus, young people can use social media to cement the friendships that they have formed in the offline world and to develop new friendships that would not have been possible in the offline world due to geographical restrictions.

What can schools do to address the issues?

Schools cannot be held responsible for addressing all the issues in relation to

MENTAL HEALTH AND WELLBEING

social media and its effects on young people's mental health. Social media companies have a responsibility to keep young people safe by removing inappropriate content, removing the accounts of perpetrators and reporting crime to the police. Software designers have a responsibility to design applications that are safe for young people to use. Parents also have a responsibility to negotiate rules with their children to ensure that they are using social media responsibly. Companies which advertise products also need to ensure that they do everything possible to reduce the risk of young people developing low body esteem.

However, schools do play a critical role in educating young people about the use of social media. A carefully designed and age-appropriate digital curriculum should help young people to understand the risks to which they are exposed and provide them with strategies for staying safe online. It is critically important that all young people are taught about issues such as cyberbullying, extremism, grooming and sexting. Young people need to recognise abuse when it occurs and know how to respond to it by blocking the accounts of perpetrators and reporting it to people that they trust. Teaching young people to develop help-seeking behaviours when they are exposed to these issues is essential.

In addition, schools have a responsibility to develop young people's understanding of digital citizenship. They need to understand the characteristics of a good digital citizen, including appropriate ways of treating people online. In addition, they need to be taught about how to intervene in cases of online bullying so that they do not become online bystanders. Crucially, young people need to understand that the concept of good citizenship applies in both the online and offline worlds and they need to understand the effects of their words and actions of other people.

Schools also play an important role in educating young people about their digital footprint. Inappropriate content which is posted during adolescence can come back to haunt them during adult life. Schools therefore play a critical role in encouraging young people to develop an appropriate and professional digital footprint.

Essentially, schools have a responsibility to develop young people's skills in being able to critically analyse digital content. The digital curriculum should address concerns such as recognising fake content or content which has been digitally edited to improve its appearance. In addition, young people need opportunities to participate in debates about the ethics of specific online content, for example images of 'perfect' bodies used by advertising companies and the ethical considerations associated with online pornography. Recognising fake content, digitally edited content and unethical content is a key skill which young people must develop so that they can evaluate the content to which they are exposed.

The digital curriculum should educate young people about the mental health risks associated with social media and particularly the effects of sleep deprivation on their physical health and academic development. Young people need to also be taught about the dangers associated with developing addictive online behavior, for example addiction to online gaming. The theme of addiction should be explored as part of the digital curriculum.

Finally, schools can play an important role in highlighting to parents the risks that young people are exposed to online and the research findings which illustrate the effects of social media on young people's mental health. Schools also play an important role in helping parents to understand the range of applications that their children are using online and in supporting them to negotiate rules and boundaries with their children.

Conclusion

Schools play a critical role in keeping children safe online. A well-planned digital curriculum should cover themes such as digital resilience and digital citizenship so that young people know how to respond to distressing content and how to behave responsibly online. The curriculum should also provide digital literacy skills so that children and young people have the skills to keep their own accounts safe through privacy settings, blocking perpetrators of abuse, reporting abuse and setting passwords. Schools should also support children and young people to critically engage with content they see online. They should be taught to question and interrogate content for accuracy,

exploitation, abuse and discrimination. Parents need to establish in conjunction with their child the rules for their use of social media. It is particularly important in boarding schools that parents and children maintain contact but that the contact does not become so excessive that it limits the child's independence. Finally, social media companies need to respond more quickly to reported abuse and remove all inappropriate content. The government should impose strict penalties on companies that fail to fulfil their safeguarding responsibilities.

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Jonathan Glazzard is Professor of Teacher Education at Leeds Beckett University. He is an experienced teacher and teacher educator and is an active researcher in the area of mental health. His background is in primary education. He is currently the lead researcher in the Carnegie Centre of Excellence for Mental Health in Schools. He is a published author and has delivered keynote presentations to hundreds of teachers across the world to raise awareness of mental health. Professor Glazzard is a National Teaching Fellow of the Higher Education Academy. This was awarded in 2015 for recognition of him having made an outstanding contribution to learning and teaching in UK higher education.



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How can we bring mental health into a conversation with children?

THE VIEW OF MENTAL HEALTH CAMPAIGNER NATASHA DEVON

Dominic Traynor

After seeing the devastating impact of poor mental health first hand in the classroom as a teacher, Dominic Traynor decided to bring mindfulness into school through a partnership with Headspace which launches this September.

As educators, we are all painfully aware that the issue of children's mental health has become a real concern across the UK in recent years. The statistics are unsettling. A quarter of all young people between the ages of eleven to sixteen have attempted to harm themselves or commit suicide. Among teens aged 17-19 with a mental health disorder, that figure is as high as 46.8%, with young women the most at risk. In fact, a 2018 report by the Children's Society revealed more than 100,000 children aged 14 in the UK are self-harming, with 22% of all girls affected.

Perhaps a major influencing factor is that, in today's rapidly changing society, our young people are growing up in uncharted territory. We are seeing the first generations of young people who have never known an analogue world or experienced a society not driven by austerity. From a very early age, a child's world view and sense of self is now enormously affected by the pressures of social media. They assimilate gender expectations, feel pressured to act as adults long before they have the emotional resilience to do so and seek constant public approval for their appearance and character.

At LitFilmFest, our mission is to radically improve traditional teaching and learning at the same time as bringing 21st century skills into the classroom. However, we also feel it is our responsibility to design curriculum projects that prepare young people for the future. When mental health issues are left untreated in childhood, they



are likely to persist long into adulthood. Every young person who is unable to access the support they needed risks yet another future adult who is unable to function successfully within society, both on a personal and social level. For that reason, we decided to partner with Headspace and are launching a project this September that opens up the discussion around mental health and introduces meditation into the classroom using the English curriculum. With this in mind, I wanted to learn more and interviewed Natasha Devon to dig deep into mental health, how it affects our young people and how it might be best tackled in schools.

Natasha, whilst many of us are aware of mental health as an issue, can you explain how you interpret mental health in an everyday context?

One of the most important parts of my work is about making people realise that everyone has mental health but not everyone has a mental illness. We're taught a binary view of how someone might have

had mental illness and then they recovered but it's much more of a process whereby our mental illness status can fluctuate. You can live with a mental illness and still be successful, just like a physical illness, by learning the adjustments you need to make to live alongside that illness.

I like to refer to a matrix with mental illness on one axis and mental fitness on the other. [Diagram can be provided] A mental illness can be something that we inherit or something that develops over time but mental fitness is always something that we can work on. If you have a child who has no symptoms of mental illness but no mental fitness tools to deal with challenges like bullying, death, divorce or moving schools, then they are only a few steps away from entering into the vulnerable part of the axis. Mental fitness is about strengthening that part of the axis so that, regardless of mental illness, they can be in a safe place. Young people need to understand that it's as important as eating your fruit and veg, it's your mental health five a day.



NATASHA
DEVON

How does poor mental fitness develop?

The crucial thing to understand is that we have so much more control over mental fitness and so we should always be trying to nip things in the bud and emptying the stress bucket daily if possible. However, there's an unhelpful culture in which too many students feel like they're not allowed to fail at anything. It's crucial that we recognise the point at which diminishing returns kick when we stop doing the things that keep our mental fitness topped up. Many children are going into exam periods saying I love the violin or I love my sports club but I'm not going to do them now so I can focus on my exams. These things are sometimes being seen as optional extras but they're not on so many levels. Children need them more than ever because they are going to help them manage their stress levels. Long term, stress impairs their cognitive ability and will adversely affect exam results. Working too hard and perfectionism are two flaws that nobody minds admitting they have and that as a culture needs addressing.

How should we look to bring mental health into the conversation with young people?

What I always say to adults is that they should imagine it to be like opening a door and taking a step back. I often find that parents will only try to talk to their children about their emotions when it's already an issue which is too late. My approach with prep and primary pupils is to have a daily check in about their feelings so that they can understand more easily what their normal baseline is. Once that becomes a routine, it becomes easier to identify over a longer period of time if they have deviated from that baseline.

With older students who feel emotionally overwhelmed, I give them 3 pieces of paper: problems I have no control over, problems I need someone's help with, problems I can solve myself. Then I get them to destroy the one I have no control over because then they are left with a to do list. As human beings, we tend to collect our worries, regardless of what they are and whether they can do anything about it so it's important to distinguish between them.

“You can live with a mental illness and still be successful, just like a physical illness, by learning the adjustments you need to make to live alongside that illness.”

I also ask young people to think about their network. Often, they have a pastoral lead, a school nurse or that one teacher that everyone loves who has queues of children at the door at lunchtime. But they can get equally good advice from a range of other people. Sometimes, they need tough love but some days you need someone to listen and ask open questions and tell you it's going to be okay. One of the best skills we can teach young people is to discern who they need to speak to on different days.

How can the curriculum support mental health?

The curriculum needs redesigning because we now know so much more about neurological development. We know that a teenage brain is very different from an adult brain and we know that a child brain is very different from a teenage brain. The very idea that we are suddenly an adult at 18 is ridiculous. Our brains don't finish developing until our mid-twenties. Between the ages of 0-7, we lay down all our fundamental psychological programming, absorbing the world like a sponge. Crucially, our brain develops back to front so reasoning doesn't really develop until 7. So before that age, they're not thinking critically but rather learning through repetition. If a child is constantly being criticised or being given a line of thoughts about who they are and what they are about, they will swallow it whole and behave accordingly. We should therefore adapt our practice in schools to

build a strong, emotional framework. Also, their daily habits are being formed which makes it a perfect time to introduce small routines like daily meditation and everyday discussions around mental health.

In terms of subjects, we all know how tough it can be to squeeze things into the curriculum which leads me to believe that English as a subject can play a huge role. Creative writing can empty the stress bucket, get you into the moment and can be very cathartic. Equally, a non-fiction project around mental health is a great way for children to learn about mental health in a non-judgemental way. Literature is also an excellent medium: Shakespeare in particular is a rich hunting ground. We have always been taught that Romeo and Juliet is a love story but it's about two young people who take their lives and four other lives in the process! Romeo is also probably bi-polar. Similarly, Hamlet is very sleep deprived and experiencing psychosis. These things can fuel a healthy classroom discussion about really important things that children might be going through, normalising things that are too often seen as taboo.

For more information on LitFilmFest and how to take part in the upcoming Headspace project, visit www.litfilmfest.com or email info@litfilmfest.com.



Dominic Traynor is the Education Evangelist for Adobe and recently spoke on the TEDx stage about how we educate our children for the future. He is currently writing a book for Bloomsbury on the same topic and has interviewed some of the world's most knowledgeable and influential people about how to prepare our students for the fourth industrial revolution and their digital futures. He also founded LitFilmFest, an education social enterprise, which won the COBIS Supporting Member of The Year 2018 and the EDUCATE award from the Institute of Education at the London Festival of Learning 2018 for their 4 month research project into English and digital skills.



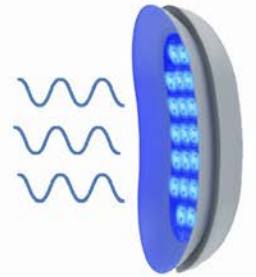
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ISA National Awards 2019

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The ISA Awards celebrate success in our Members' schools and recognise the breadth of quality in independent education across the country. This accolade can be used proudly as a badge of quality within your school, on social media, and via your marketing platforms.

Thank you to everybody who took the time to enter, this year we received our highest levels of entries since the Awards began. The challenging task of shortlisting took place over the Summer, though our judges thoroughly enjoyed reading about the unique and high-quality provision taking place in independent education.

An ISA Award honours your school's commitment to make a positive difference to the life-chances of children in your care. We are delighted to announce this year's finalists below.

- **ISA Early Years Award for Excellence and Innovation in Provision**
Sponsored by Early Excellence Centre
Chapter House Preparatory School, Queen Ethelburga's; Colchester High School; St George's Preparatory School
- **ISA Junior/Prep School Award for Academic Excellence and Innovation**
Sponsored by Educater
Adcote School for Girls; Duke of Kent School; Kensington Wade
- **ISA Senior School Award for Academic Excellence and Innovation**
Sponsored by eteach
Holme Grange School, Queen Ethelburga's College, Thorpe Hall School
- **ISA Award for Outstanding Sport (Small School – 1 class per year group)**
Annemount School, Woodlands School Hutton Manor (TBC), Woodlands Preparatory School Great Warley
- **ISA Award for Outstanding Sport (Large School – more than 1 class per year group)**
Colchester High School; Heywood Preparatory School; Myddelton College
- **ISA Award for Excellence and Innovation in the Performing Arts**
Arts Educational Trust, Brackenfield School, Ditcham Park School
- **ISA Award for Excellence and Innovation in the Fine Arts**
Duke of Kent, Gower School, Trinity School Teignmouth
- **ISA Award for Excellence in Extra-Curricular Activities**
Beech Hall School, Bredon School, EF International Academy
- **ISA Award for Excellence and Innovation in Mental Health and Wellbeing**
Essendene Lodge, Red Balloon Centres, Thorpe Hall School
- **ISA Green School Award**
Sponsored by Unify
Edenhurst Preparatory School; The Firs School, Chester; St Petroc's School
Edenhurst Prep School, Firs School, St Petroc's School
- **ISA Award for Excellence and Innovation in Partnerships**
Alderley Edge School for Girls, Quinton House School
- **ISA Award for Successful Change Management**
Sponsored by The Safeguarding Alliance
Arnold Lodge School, Hipperholme Grammar School, Huddersfield Grammar School
- **ISA Award for Outstanding Provision for Learning Support**
Sponsored by Frog Education
Appleford School, Mulberry House School, Rushmoor School
- **ISA Award for Outstanding Community Involvement**
Sponsored by Christie and Co
Claire's Court; Holme Grange School; St Piran's School



The winners will be revealed at our prestigious Awards Ceremony, held at the Autumn Study Conference on 7 November. View our website for more information and to book your place.

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Could you spot an eating disorder?

TOM QUINN FROM THE LEADING EATING DISORDERS CHARITY BEAT OUTLINES HOW SCHOOLS CAN SPOT THE SIGNS OF MENTAL ILL-HEALTHS

Tom Quinn



COLCHESTER HIGH SCHOOL (E)

While frequently stigmatised and misunderstood as attention-seeking, vanity, or a fad diet taken to extremes, eating disorders are in fact often a means of coping, or of feeling in control. Stress and pressure, big life changes, bullying, poor body image, and other mental health conditions are just some of the issues that can go towards triggering an eating disorder. It's no wonder, then, that while people of all ages make up the estimated 1.25 million who are suffering in the UK, young people are especially vulnerable to developing these serious and sometimes life-threatening illnesses.

Eating disorders are not, at their heart, about food, and their treatment should tackle not only the physical symptoms but the thoughts and feelings causing the illness. Just as key is that eating disorders should be treated as early as possible – the sooner treatment begins, the less time the illness has to become ingrained and better the chance that the person makes

a full and sustained recovery. But eating disorders are difficult to spot, mired in misconceptions, and often the cause of enormous shame and secrecy on the part of those suffering. Knowing what to look for is essential in helping someone get the treatment they need and deserve, and school staff are often ideally placed to spot someone who needs support.

But that means first dismantling the prevailing image of what an eating disorder “looks” like, a major barrier to people getting the early help they need – ask the average person what they picture when they think “eating disorder” and there's a good chance it's an emaciated young white woman. The reality is that eating disorders affect people of all ages, all genders, all ethnicities, all backgrounds. Weight loss is only one possible symptom of many, and by no means guaranteed. And before anyone reaches the point where the eating disorder is doing visible damage, there are myriad possible impacts

on mood and behaviour that may signal that someone needs help.

That can look like social withdrawal, mood swings and irritability, poor body image, and low confidence and self-esteem – in all aspects of life, not just their appearance. It can look like a pupil struggling to concentrate in classes, or seeming very tired. It can be a pupil setting increasingly high standards for themselves, or becoming more and more opposed to change and rigid in their routine and their way of thinking. Just as possible is a dip in the standard of someone's work, or increased impulsivity or risk-taking.

Obsession with exercise, a common symptom of anorexia and bulimia, might manifest in obvious ways such as increased participation in sports or athletics, but might also consist of more subtle physical activity. Walking where driving, public transport or a lift is a more practical and easily available option, choosing to take longer routes between classes, asking or volunteering to do things that will allow them to walk around, and even restlessness during lessons are all ways of burning energy that can go unnoticed.

Anxiety is common, especially when it comes to eating, and someone may go out of their way to avoid eating in front of others, perhaps by saying they've already eaten, by excusing themselves under the guise of having something more important to do, or simply by going somewhere to eat – or not eat – in private. Where purging is part of the eating disorder, the person may leave after meals to go to the bathroom or to exercise. Often people with eating disorders seem preoccupied with food, too, making cooking or dieting a focus of conversation, or organising their



HOLLYGIRT SCHOOL (M)

time around eating behaviour. Cutting food into tiny pieces, eating very slowly or very quickly, hiding food, or deep concern about things like calories may all be signs that there's something wrong.

There are no hard and fast rules for how an eating disorder presents itself, and nor is this by any means a comprehensive list of signs to watch out for. What is likely is that the person suffering will struggle to reach out for help – because people can feel an immense amount of guilt and shame around the feelings they're experiencing or the behaviour they're engaging in, or because eating disorders can take such a toll on someone's self-esteem that they feel like they deserve it. Because, in many cases, the eating disorder is a coping mechanism that feels like a friend – a lot of people talk about the illness as separate to themselves, as being quite literally a voice in their head that can veer between encouragement towards harmful, impossible goals and abuse when the sufferer feels they've slipped up. Sometimes the person can't ask for help because they would need to first accept that there is something wrong at all.

That means it's up to the people around them to offer help instead. It also means that someone might be very reluctant to accept that help. As with any conversation about mental health, it can be difficult to know how best to approach it, and who is best placed to talk with a pupil about something so sensitive. Ideally it will be someone the pupil trusts, and should avoid involving a group of people, which can feel like an ambush. Gathering some information about eating disorders to refer to or leave with them can be helpful. Vitally, avoid having the conversation shortly before or after a meal.

An eating disorder is never the fault of the person suffering, but the guilt and anxiety that an eating disorder can cause means it's good to reassure them throughout that they're

not in trouble and that the point of this conversation is not to criticise them. Approaching with compassion and taking care to avoid language that could feel accusatory or as though they're being backed into a corner is essential. "I wondered if you'd like to talk about how you're feeling" is a gentler approach than "You need help", for example.

While it might be necessary to bring them up to explain your concerns, it's best to avoid centring the conversation on food and weight – these are things that the person may feel very sensitive over, and eating disorders are not really about food. Giving them a space to open up about how they're feeling can be very revealing and help to put them at ease and reassure them that you're on their side.

Be prepared, however, for someone being approached for the first time to become angry and defensive. They may genuinely not be aware there is something wrong, even if it seems obvious, and the idea of giving up the thing they're using to cope with other issues can be very frightening. It might take several conversations before someone feels ready to open up about what's going on. The main aim of whatever intervention you decide is appropriate is to encourage the pupil into treatment as quickly as possible; this usually involves a GP appointment, but depending on the service a member of school staff may be able to refer a pupil directly.

Someone going through treatment for an eating disorder or coming back to school following time away due to their illness may need arrangements in place to help them cope in the school environment. What exactly these are will depend on individual needs, and can be discussed

with the pupil, their carers and treatment service as appropriate.

But before all of this, schools can work to limit the potential for eating disorders to develop among their pupils. Education about the importance of properly fuelling the body, encouraging healthy relationships to food and exercise, challenging negative self-talk and body shaming, and ensuring pupils' academic and extracurricular achievements don't come at the expense of their wellbeing – all these things help to tackle potential triggers for eating disorders.

And for those pupils who are struggling, schools can do their best to make sure that they recognise their mental health is as important as their physical health, and that they know there are doors open to allow them to speak up when they need to.

These illnesses can affect anyone, and have often done serious damage before they become obvious, so it's important that school staff are equipped to spot the early warning signs and have an understanding of what to do if they're concerned. Staff can learn more through Beat's Spotting the Signs training course for teachers and other school staff, which provides thorough guidance on what to look for and how to respond and is delivered by specialist clinicians. Further information is available at training@beateatingdisorders.org.uk.



Tom Quinn is Director of External Affairs at Beat, the UK's eating disorder charity. Beat provides support and guidance to anyone affected by an eating disorder, including those suffering, their friends and family members, and professionals. Among the services the charity offers are website information, printed resources, free and confidential helplines, online support groups, telephone-based peer coaching for carers, a database of local support services, and training courses. More information about what Beat offers can be found at beateatingdisorders.org.uk.

Mental Health and Wellbeing, 'Playing the Long Game'

CLARE EDDISON DESCRIBES HOW A SCHOOL EMBEDS POSITIVE MENTAL HEALTH THROUGHOUT ITS VALUES AND EVERYDAY APPROACH

Clare Eddison

The Dharma Primary School is the only school in Europe with a Buddhist ethos. (I hasten to add that, globally, there are other 'Buddhist' schools or schools with a Buddhist ethos – in the USA, Australia as well as in Thailand.) In 2017, the school won the inaugural ISA Award in Excellence & Innovation in Pupils' Mental Health and Well-being.

Perhaps this was an acknowledgement that for the last 25 years our school has been at the forefront of championing the development of mindfulness, kindness and self-esteem in pupils. Enshrined in our ethos and aims, we strive to create an environment in which positive relationships are developed throughout the school and where self-esteem is promoted in clear and consistent ways.

I want to outline how we, with our unique ethos, support pupils' mental health and well-being. We first had to establish indicators of good mental health and positive well-being in pupils. I would suggest that these indicators are both through our direct experience of them and what we know about each pupil indirectly. It is in how they appear to us in both body and mind, from what they say and in the extent and manner with which they engage. Does each pupil thrive at school, make good progress in their learning and interact well with their peers?

Conversely, we had to look at the factors that impinge on pupils' mental health and lead to a diminishing of well-being.

Although the culture of a school can and does dramatically affect pupils, all children and young people experience anxiety, confusion, distress and rage at points. Living in a family, making relationships with peers and making mental connections in order to learn are all emotional

matters. Experiences of disappointment and frustration, at ordinary levels, are as important as achievement and satisfaction. We can call this 'positive stress' and it is an important part of healthy development.

As school leaders, we aim to keep distressing feelings in the tolerable range for pupils and for most of the time. Stressful events (eg. death of a loved one) do occur, and may affect the brain negatively, but for most children there are the internal and external conditions that allow the heart and mind to recover. At the extreme end it is thought that, in response to prolonged exposure to deprivation or threat (so-called 'toxic stress'), the neurological development of a child's brain becomes distorted such that the 'survival' mechanisms of the brain and body are more dominant than the 'learning' mechanisms. This results in wide-ranging impairments in arousal, cognitive, emotional and social functioning, (Child Welfare Information Gateway, 2015)

Whilst this is uncommon, toxic stress can have a huge effect on mental health and well-being. But an awareness of the complex neurological responses to events and the brain's ability to change in response to repeated stimulation (neuroplasticity) can only help us as educators. Although it is a complex field, involving both genetics and environmental factors, it indicates broadly that we can put in interventions and strategies when children are presenting with distressed behaviours and they, like all of us, have a good chance of regaining a sense of well-being. It gives us, in effect, hope that things can get better.



If we develop expertise in this area, and in a trauma-sensitive approach to both behaviour and educational needs, we can have a positive and lasting impact on children.

Staff should be trained to look at the bigger context for each child, including their possible predispositions and vulnerabilities. This enables a much more compassionate perspective on the many relationships within a school and in particular, the staff member's relationship to poor behaviour from some pupils.

We need to ensure that the school environment is as kindly, welcoming and safe as possible. A positive safeguarding culture, in which children have a received

"Children sometimes can't verbalise 'I feel safe' but they can say what is happening which may be making them feel unsafe"

sense of safety, is the bedrock of a happy school. Children know they can talk to staff, and those staff convey their concerns appropriately and professionally. Children sometimes can't verbalise 'I feel safe' but they can say what is happening which



may be making them feel unsafe. As school leaders, we have all been trained to spot concerns and patterns, but it is in the strength of the team you lead and their expertise in safeguarding that we must trust. A level of vigilance and informal but frequent risk assessment can tell you if the safeguarding message has clearly been received by all staff. The culture you have in a school is backed up by a range of policies and practices congruent with this safeguarding policy.

At the Dharma school, we have behaviour and anti-bullying policies and practices that dovetail with our safeguarding policy and explicitly reference our ethos. It is the intention that our children are supported towards the habits of self-discipline and self-regulation and are helped to understand the consequences of their actions should they fall down. There is a fine line between pointing out behaviour and shaming a child and we are explicit about where that line is drawn.

As well as using restorative practice between children as a way of improving behaviour, we regularly work in partnership with parents. Our parents are mostly sympathetic to our ethos; our more inquiry-led approach to behaviour and poor progress is a journey that the school makes with the parents and pupil.

All members of the community commit to the five precepts. These are regularly reinforced and discussed in assemblies and in class. The precepts are not rules but working principles and we strongly discourage a sense of guilt if children don't match up to them. Rather, it is case of using them as an invitation to learn from mistakes and grow.

The Five Precepts for our School and Community

- I will not intentionally harm people, animals and plants, and any part of our school environment, caring for them in a way I would like to be cared for myself and looking after the school in a way I would like my own belongings to be looked after.
- I will not take things that belong to others, trying to remember to ask before borrowing, and to share when appropriate.
- I will try to be caring towards my friends and be respectful at all times even to those who are not my friends.
- I will try to say things that are honest and truthful and be careful in regard to my speech and voice.
- I will try to keep my body fit and healthy and my mind calm and clear by following that which brings goodness and happiness.

There are many things that we can do on a whole-school level to 'future-proof' our children and build resilience in the journey of growing up. I use 'future-proof' in this context to talk about the strategies, habits and dispositions we can nurture so that our children can continue to be successful in their future when, as it will, their situation changes. Our approach at the Dharma School, which is universally applicable, is the systematic, consistent and gentle development of a relationship with one's own mind and body.

The teaching of mindfulness to children has exploded in recent years. At the Dharma School, we have been explicitly teaching mindfulness since we opened 25 years ago, becoming refined in teaching it in a

nanced and age-appropriate way (we have children from 3-11 years). We use a combination of techniques from several different Buddhist traditions, all with a common core. The wider principle is to teach the disposition of becoming open to present experience, in other words not just the skill, but the inclination to use it.

We teach not only sitting meditation but walking and eating meditation too. Taking eating meditation as an example, children practise at snack-time and at lunch and usually only for a short (and therefore effective) period of time. Put simply, mindfulness of eating is 'just eating', rather than thinking about other things or talking whilst eating. Mindfulness in all its forms can be framed as becoming very interested in what is happening in the present moment, with an attitude of kind curiosity. This serves as a gateway to an expanded, less self-oriented way of perceiving and being. We can use the senses of taste, touch, sight, hearing and smell to ground us in what is happening right now. Similarly, mindful walking is 'just walking' and mindful breathing is 'just breathing'. Children can and do develop the habit of switching to a more mindful state and are able to use it in times of stress or worry, to zoom out of the sense of tightness that those emotions create and allow happier states of mind to arise. We can creatively and skilfully help children to regularly access this state of mind. For instance, they can become 'noticing experts', in a similar way to a scientist.

Development of positive emotions is also future-proofing the mind. Recent research reports that gratitude is key to well-being, (for instance, Allen, 2018.) Gently but consistently making a sense of gratitude part of our everyday conversation in, for instance, class circle time, may very well have long term benefits. Inclining the mind to happiness and kindness is something to be practised and there are beautiful, ancient techniques (for instance, 'loving kindness' meditation) that can be adjusted to be age-appropriate. As another example, contemplations of interconnectedness, and impermanence, again delivered sensitively and appropriately, can stimulate reflection. For example, together with our pupils, we contemplate how our food got to our plate, how our body uses food and how much waste we generate. In turn, children's awareness of their own agency in the world is expanded and deepened.



Our bodies can be future-proofed through all sorts of physical exercise, competitive and otherwise. As a former Cambridge hockey player, I know first-hand how team sports develop the learning dispositions of collaboration and independent achievement; the interplay of teamwork and individual performance. Team sports can be taught in an inclusive, compassionate yet still competitive way.

As I have had less time (and energy) for regular Saturday matches, I have turned to the mindful activities of yoga and t'ai chi. These are both practices that develop core strength and the relationship between mind and body. They act directly on the body and so a child learns that by doing these movements, they will feel an entirely resulting sense of well-being, joy and relaxation without even thinking about it.

Caring for the well-being of the minds of young people also means being a gatekeeper in terms of the school's practice around electronic devices. We have co-created a policy with our parents such that adults on site do not use their mobile phones when children are present. Just as staff cycling to school models the importance of exercise, we are modelling who and what is important – the children and the present moment. Quite a lot of research now shows the addictive and brain-changing effects of high use of screens, the internet and gaming (see below).

The antithesis of playing computer games is being outside, playing and connecting with nature. Through Forest School throughout the year, our pupils are given

regular access to natural spaces as part of the curriculum. Forest School allows for a different context and the possibility of change in patterns of achievement and behaviour.

Play is a sure-fire method of future-proofing. Yes, play! Even older children need to play much more than we realise. Play is one way children explore, try to make sense of and communicate their emotional life. The ability to play also affects neurological development, improving imagination, resilience and well-being. After installing a mud kitchen for the EYFS children a couple of years ago, we felt that the older children might want that opportunity too and how right we were!

Finally, an exhortation to the wonders of a good staff team: a school such as ours requires a high staff-pupil ratio and well-qualified staff who are truly behind the ethos. Our staff are sympathetic to and interested in developing their own practice of mindfulness. Those teaching mindfulness have a strong sense of what it feels like and often have a practice themselves. We offer regular staff mindfulness sessions, including at inset, and opportunities to go on courses to deepen their experience. As the Head, I hope I can be accommodating and sensitive to their work-life balance, balancing that with my need for staff to participate fully in the life of the school. I hope that by picking up my daughter from her school every Friday, I am modelling that balance and, of course, this always brings me joy!

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Clare Eddison, MA/BA Hons Natural Sciences (Cantab), PGCE (Music) University of Sussex. Clare took up post as Head Teacher at the Dharma School in September 2015. Previously she taught at secondary level, and was involved in working with the well-being and creativity agenda for children. She has taught in universities and in therapeutic adult contexts. Clare is a practising Buddhist, a long-term student of meditation and Tai Chi, and served as a manager of Gaia House, a Buddhist retreat centre in Devon.



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Spaces To Talk

IN OUR ROLE AS EDUCATORS, WE ARE VERY KEEN TO FIX THINGS, SO WHAT CAN WE DO TO KEEP THE CHILDREN AND YOUNG PEOPLE IN OUR CARE MENTALLY WELL?

Anne-Marie Coe

Mental Health and Wellbeing are hitting the media headlines on a regular basis and are now a fundamental part of the RSE statutory guidelines. The pressures on schools to create a programme to support mental health and wellbeing are potentially overwhelming and can often be regarded as an

unwelcome additional financial burden in these challenging times in the independent sector. This does not have to be the case and schools often have many strengths that can be drawn on when establishing a bespoke programme. I will endeavour, in this article, to set out some easy steps to follow with the key point of reference being the creation of 'spaces to talk'.

At the core of the programme should be a whole school approach, supporting the school community, raising awareness about issues surrounding mental health and, most importantly, taking the stigma out of mental health. Pupils and staff need to feel comfortable and confident in understanding and talking about their feelings.

It is important to acknowledge that most children grow up mentally healthy, but surveys suggest that more children and young people have problems with their mental health today than 30 years ago. This can be attributed to changes in the way we live now and how that affects the experience of growing up. The sad reality is that mental health problems



OUR LADY OF SION SCHOOL (LS)

affect about one in ten children and young people. They include depression, anxiety and conduct disorder, and are often a direct response to what is happening in their lives. Sadder still, is that 70% of children and young people who experience a mental health problem have not had interventions at a sufficiently early age (as cited by the Mental Health Foundation).

In our role as educators, we are very keen to fix things, so what can we do to keep the children and young people in our care mentally well? The first step is to look after our own wellbeing which is easier said than done with the stresses and tribulations that we face in our profession and life itself. In times of emergency, we need to remember that we must have our oxygen mask firmly in place before assisting others! Our emotional health is all about how we think, feel and behave. It can affect our daily life, relationships and even physical health. It is our ability to enjoy life – attain a balance between life activities and efforts to achieve psychological resilience. We are role models and it is important to acknowledge that, as well as focussing

on the learning and academic achievement of our pupils and students, we are also responsible for developing resilience so that they are able to grow into well-rounded, healthy adults, equipped with the skills to face life's challenges.

The first step in developing or restructuring a wellbeing programme is to look at existing support frameworks such as; learning support, school nurses, pastoral team and school facilities. As well as the valuable skills and strengths that staff and existing provisions can provide, facilities on site can also support the programme with spaces for students to feel relaxed and take time out from the busier areas of the school at recreation. Then, most importantly, consider the mental health and wellbeing needs of pupils and staff. Which issues are reoccurring and causing concern? Once this has been established a wellbeing programme structure can be created. A simple and easy-to-follow framework is all that is needed - it should be flexible and able adapt to the everchanging needs of the school community and the resources at its disposal.

The second step is to get everyone on board. This should be done through in-house training, presentations and assemblies, tutor time and linking in with existing pastoral support systems. Communication is key. When raising awareness there will be in the first phase



an increased need for intervention and support. The programme will need to bring together pupils, staff and parents effectively so that support is fully coordinated.

The third step is to create a development plan. The programme needs direction and areas for future development, training and investment can be identified. This can also include contributions to the school mental health, bereavement and behaviour policies as well as to PSHEE and SRE schemes of work.

What does a wellbeing programme look like? One size does not fit all as schools and their needs vary greatly. However, here is an example of a basic format that could be used as a starting point.

- The Wellbeing Programme is an additional support service provided by the School's Pastoral Care Team.
- The Wellbeing Programme aims to support pupils' mental health and general wellbeing.
- The support is provided through individual Wellbeing Advice Sessions, tutor time activities and through a programme of Wellbeing Workshops.
- Workshops focus on pupils' mental health and wellbeing issues noticed by teachers, parents/carers and pupils themselves.
- Currently identified areas to explore include, anxiety, stress, depression, mental health awareness, harassment, antibullying and staying safe.
- Workshops are delivered in form/ teaching groups and last 40 minutes.
- The aim of the Wellbeing Sessions is to encourage students' academic, social, emotional and personal development and mirror the aims and outcomes of the Wellbeing Workshops.
- The sessions offer a regular space and time to talk or think about worries

or difficulties and help find effective solutions to these.

- They help pupils explore their feelings and look at how they might want things to be different, by talking and using a range of activities; providing pupils with advice in how to achieve this.

- They support pupils with developmental issues, resolving problems, stress, anxiety, improving relationships, making choices, coping with changes, gaining insight and understanding - growing as a person.

- Wellbeing Sessions are delivered once a week and last 40 minutes. A pupil is offered a maximum of 4 sessions, which could be extended to 6 sessions if needed.

- Referrals may be made by the pastoral team, teachers, parents, other colleagues or the pupil.

- Pupils can only benefit if they want to attend wellbeing sessions.

The 3-year Development Plan builds on this provision.

- Set up 'The Listening Club'
- Provide a Wellbeing Room at breaktime
- Extend Wellbeing provision to include the Junior School
- Offer a structured Staff Wellbeing Programme
- Offer Wellbeing Information Sessions to parents
- CPD for key staff

The Wellbeing Sessions are not counselling sessions but are specific wellbeing advice sessions tailored to the needs of the pupil. As a result of these sessions and through working together with the pupil and parent, a referral to specialised counselling services may be appropriate. In this instance we then work closely together with the services in question to ensure a continuity of support in school.

The Wellbeing Workshops are delivered in-house and provide pupils with a platform to learn more about and discuss issues they have highlighted themselves or which have been identified by staff and/or parents. The workshops are tailor-made to reflect these needs.

The Listening Club is made up of voluntary peer mentors who have followed a bespoke training programme to develop their listening skills and peer support. They liaise with the pastoral team and are identifiable by a badge.

The Wellbeing Space is an area for pupils who benefit from being in smaller groups to chat together or with members of the listening club or do art therapy. When considering provision in a primary school a different format needs to be considered. Play and art therapy sessions either individually or in small groups are excellent ways for younger children to express and manage their feelings.

The importance of providing 'spaces to talk', both physical and virtual, where the school community feel listened to and understood, opening up to meaningful conversations about their lives and what might be troubling them, is immeasurable. They help to make unmanageable feelings become more manageable and provide a great sense of relief of being understood and no longer being alone with feelings of loss, anger or anxiety. They provide a support for learning, achieving and personal development and we need more of them!



Anne-Marie Coe has been a teacher for over 20 years at Our Lady of Sion School in Worthing. Prior to Sion, she taught MFL in secondary and higher education with focus on developing language specific business and engineering courses at HND and degree level. Since joining Sion, she has been Head of Faculty for Modern Languages and established a thriving and successful department, building links and exchanges with Sion Schools across the world; Senior Teacher with focus on pastoral care and, since 2016, Assistant Head Pastoral and deputy DSL during which time she has developed the Wellbeing Programme which has been recognised with an ISA Award for Excellence and Innovation in Mental Health and Wellbeing.

Why building Outdoor learning into the timetable is essential

SOWING THE SEEDS OF SELF-CONFIDENCE, SELF-BELIEF AND RESILIENCE

Natalie Churchill

Myddelton College strives for students to leave education with a lifelong love of physical activity to benefit their health and mental well-being. When the College opened, it wanted to challenge the norms of physical activity in schools including that all physical activity would be co-educational. The College encourages an attitude of growth mind-set, allowing the individual to see their own achievements and progress.

The Director of Sport and Outdoor Learning at Myddelton created the innovative 'Learning Through the Outdoors' programme (LTTO), making use of the natural location of North Wales and proximity to Snowdonia as an engaging learning environment. Students participate in LTTO for a whole day every other week as part of the curriculum timetable. The programme focuses on personal development in a group setting within a challenging outdoor environment. Example activities include mountain walking and navigation, expedition skills, climbing and abseiling, bush-craft and water sports. However, the activities are secondary to the primary objectives of LTTO's four main components:

- Skill development
- Cross curricular learning
- Personal and social development
- Creating memories

The students have their own progress record which looks at all of components above and lets them record and see their development individually, and crucially allows them to personalise their goals in their next lesson.

LTTO is founded upon the Hahnian approach to holistic education, which ties into Myddelton's ethos. The strategy starts



LEWES OLD GRAMMAR SCHOOL (LS)

with framing the learning experience to ensure the learners understand what they are striving to achieve during LTTO, and not merely participating in an activity. This includes the 21st century learning skill of self-regulation, how you look after your physical and mental well-being and managing your emotions. We see students feel apprehension in this phase of the process, a fear they cannot achieve the task set. This should not be avoided or washed over as it is vital to reflect upon in the final few phases. The second phase is the doing part, taking on the challenge, working with others and overcoming whatever the Welsh mountain weather throws at us. Teachers facilitate the learning experience through working with the group dynamics and challenging individuals based on their own development through elements such as leadership and problem solving. The third phase, the review, generally takes place back at school. It is vital to the process for teachers to facilitate the review; what happened, what we did well, what we would do differently next time, who supported you? The key part is the

final phase: transference – how do we make this relevant beyond the outdoors? Are these learnings applicable to home, school and the future? If you didn't think you could do it but you did, what does that tell you about other things you think you can't do? This is where we sow the seeds of self-confidence, self-belief and resilience. Without this they would just be activities and not bring true value to the development of young people.

Fundamental to LTTO is that each session and each year progresses and allows for the Hahnian process of Training, Main and Final stages to be embedded within each session in a micro perspective and from Prep school all the way up to 6th form in a macro perspective. Training is when we teach the skills, they need to be successful, Main is where we give support for them to practice and develop these further within a group and Final is where they put these to full use with limited input from teachers. The Prep school work towards the National Outdoor Learning Award, learning how to make fire, use knives, make bread and shelter building. Years 7-9 participate in the John Muir Award focusing



RGS DODDERHILL (M)

on conservation and exploring. Engaging children in the outdoors helps to protect these environments for the future, through ownership and connection to nature. Year 9 and up take on the Duke of Edinburgh Award, learning navigation, campcraft, decision making as part of a small team and leadership in challenging situations. All students learn first aid and CPR training in LTTO, a life skill we want all our students to be competent in.

What impact has this work had on provision and learners' standards?

Students enjoy and are eager to learn during the 'Learning Through the Outdoors' programme. They develop strong resilience and beneficial personal and social skills such as strengthening their organisational, time keeping and teamwork skills successfully, and recognise that several activities can push them out of their comfort zones. Those that find academia challenging see success in LTTO and this confidence transfers in a positive attitude to learning in the classroom.

Through LTTO activities they develop the ability to judge and make risk assessment part of everyday life. These are crucial skills that are disabled if we do not expose children to risk. They learn how to recognize hazards, what the risk is and what we can do to reduce the risk. These are transferrable skills and allow the students to take more risks in their own learning. All activities are co-educational which shapes an attitude towards equality and inclusion, evidenced in our participation levels and feedback from parents about the adventures their child has participated in outside of school.



Natalie Churchill has been the Director of Sport and Outdoor Learning at Myddelton College since the college first opened its doors in 2016. When appointed she was asked to create an alternative PE curriculum, but within a week had convinced the college to switch to a bi-weekly timetable to enable a whole day of Outdoor Learning and creating the ground-breaking Learning Through the Outdoors (LTTO).

Nat's background lies strongly in personal development expeditions, having worked for Outward Bound in Aberdovey in mid-Wales and leading expeditions in Australia, South Africa and Peru. Nat was part of the Outdoor Education team at United World College of South East Asia in Singapore, leading expeditions to Korea, Malaysia and Thailand. In the UAE, she became a Life Skills Instructor on a military programme. She then returned to the USA to manage sea kayaking and sailing expeditions in Boston and North Carolina for Outward Bound.

DATES FOR YOUR DIARY

ESSAY COMPETITION:

Entries open Monday 13 January 2020
Deadline: Friday 27 March 2020

SHAKESPEARE MONOLOGUE COMPETITION:

Entries open: Monday 2 December 2019
Deadline: Friday 6 March 2020

NATIONAL CHORAL CELEBRATION:

Check our website for details

DRAMA COMPETITION:

Entries open now
Deadline: Friday 29 November 2019

FILM & DIGITAL ART COMPETITION:

Entries open now
Deadline: Friday 18 October 2019

NATIONAL ARTS FINALS:

7-8 November 2019, Oulton Hall, Leeds

HANDWRITING COMPETITION:

Entries open: Tuesday 5 May 2020
Deadline: Thursday 25 June 2020

PUBLIC SPEAKING & DEBATING COMPETITION:

Entries open now
Deadline: Friday 6 December 2019

POETRY COMPETITION:

Entries open now
Deadline: Friday 29 November 2019

COMIC STRIP COMPETITION:

Entries open now
Deadline: Friday 13 December 2019

MUSICAL THEATRE COMPETITION:

Entries open: Monday 18 November 2019
Deadline: Friday 17 January 2020

ISA YOUNG MUSICIAN COMPETITION:

Entries open now
Deadline: Wednesday 4 December 2019

A CAPPELLA COMPETITION:

Entries open now
Deadline: Wednesday 13 November 2019

ISA CHRISTMAS COMPETITION:

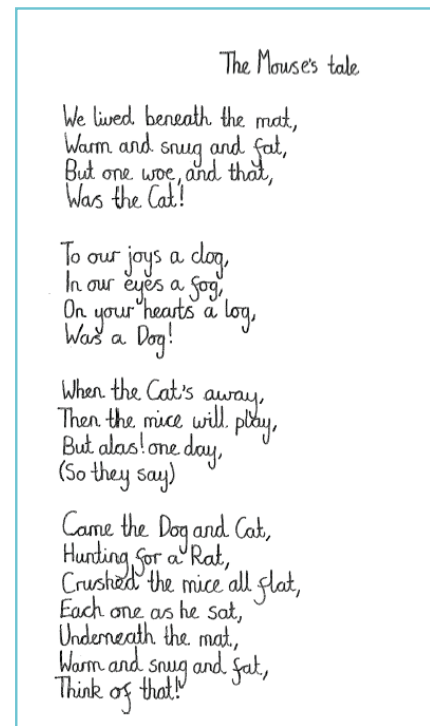
Entries open Monday 14 October 2019
Deadline: Thursday 28 November 2019



Looking back over the last academic year we have been blown away by the plethora of talent, dedication and passion from all our Members' Schools and pupils. With over four thousand pupils taking part in ISA Arts competitions last year we are ever expanding our offerings and are excited for this new year ahead.

We are thrilled to be introducing more music in the coming year with competitions in Musical Theatre, A Cappella and the first ISA Young Musician Competition. Other new competitions include Public Speaking and Debating and more for EYFS and Primary Schools.

We are very pleased to offer new opportunities for your pupils. Please visit the ISA website for more details or contact our team on isaarts@isaschools.org.uk.



St. Margaret's Preparatory School (E) - Sylvie G Year 3&4 First Place for the ISA Handwriting Competition

DRAW YOUR SCHOOL COMPETITION WINNERS



INSTITUTO ESPANOL CANADA BLANCH (LW) - KSI 1ST PLACE



HYDESVILLE TOWER SCHOOL (M) - EYFS 1ST PLACE



AVON HOUSE PREPARATORY SCHOOL (LN) - ZAYAN SHARIF KS2 1ST PLACE

5.5 inches

by Keith - Bosworth College

WINNING SIXTH FORM ESSAY 2018

Imagine how suffocating it is to live in a cramped world, where everyday life just revolves within a 5.5-inch boundary. Much as it seems to sound like a dystopian scenario, that world is more familiar to us than we may think: 40% of the population are choosing to spend their lives in this place. The portals are within reach- nowhere far from us: our very own smartphone screens. It is social networking sites that we are talking about, with each of us being involved in at least one such as Facebook, Instagram or Snapchat. While they do connect people regardless of geographical distance, these networks can be treacherous "nets", strangling and trapping our individuality without us being aware.

Social media has emerged for barely more than a decade, but its ubiquity has encroached on our lifestyles. Unfortunately, the downsides are beginning to outweigh the actual benefits. Remember the time when we hung out with friends, went on a trip or just stayed at home without the need to "check-in" by taking excessive numbers of unnecessary photos? It is totally understandable to archive some memories to look back on years later, but it is the quality of the time spent that makes it meaningful rather than the visual display of the experience, waiting for the public to quantify its meaning through comments. The taste of your pastry is likely to stay in your mind longer than the flawless photo you try to take of it at different angles, using several apps for lighting or colours. The effort to have a conversation with your friends will definitely make it more memorable than the effort to tell the world you are sitting with them in the same place, saying merely a few words, exchanging pleasantries. Some people even want to show that they are in a restaurant's luxurious toilet. They shift their priority from capturing real people and real events through their eyes to artificial and edited account of the events through camera lenses to build a nice façade for their online "wall". Those walls contain, mask and cover the authentic emotions of their architects who do not even know if they are sad or happy: they just pay heed to the presentation and what they want themselves to be seen as. If they want to be edgy, they are not supposed to feel happy, even if they do, to secure their "emo" face and vice versa.

Many people are also blindly living for online interactions: "likes", "hearts", "comments" and "shares". Negative contributions are also desirable as long as the user is still discussed and not neglected. They try to conform to social expectations of "a thoughtful person", being more admirable by uploading what most people would agree with but what really matters is hiding your own opinion. As a result, they become another person but that does not make them truly better because their inner viewpoints are not genuinely adjusted, it is compliance rather than internalisation. What's more, since live-streaming became a feature, people have more options to show the world their reckless sides, making thoughtless, insensible statements. This is reinforced by the monetary privileges that the more interaction you get, the more famous you become with more money spent by viewers. These "streamers" go to all lengths, doing all sorts of eccentric or even harmful things to themselves to get some more "fans". Recently the Momo challenge, a more updated version of the suicidal Blue Whale challenge in 2016 which took the lives of more than 20 teenagers, is becoming alarmingly disturbing as people are willing to self-harm in order to obey "the Momo" character. They make videos of themselves to spread over the internet, claiming that this Momo figure is controlling them, forcing them to cut their veins or burn themselves. But the truth is that the real "Momo", supposedly in their phones, will reveal itself when people turn off the screen and look at their own dark reflection. "Momo" is only the representative of the manipulating power of social media being used falsely, thereby possessing us and controlling us like puppets on a string.

The final problem in our virtual world is that we are under the impression that we are "connected" and have strong relationships. We can have 2000 friends and contacts online but that does not make us get out of the cage that we are in, avoiding real social conversations. Instant messages and emoticons do not convey the warmth and depth of one's voice, the calming or exciting tone or any non-verbal features that enhance the richness of communication. Too bad we are leaning towards SMS more instead of brushing up on our communication skills in real-life situations. More and more people are becoming more withdrawn and suffer from difficulties to socialise. What's the point of 2000 friends when we are lonely in a crowd, not being able to speak up? Day in, day out, it becomes a catch-22 situation: your speaking skills die out because of an over-reliance on social media and therefore you spend more time online to avoid having to use your skills in lieu of trying to improve them.

All in all, 5.5 inches is just the size of the average phone screen, but it may be the number that limits the future of our society. What is in our phones is inhibiting our capability to open up and show our identity which sets us apart from mass-produced robots. A cage where we lock ourselves may turn into a casket in which we end up forever. This is a web that we weave and there may be no escape if no one can realise the dehumanising effects of social media that is being created by the users. The medium of social media and the initial concept of its use is not a detrimental thing by nature, but it is the way we misuse it that accidentally gives it the key to take over our own trademark- our individuality.

The ISA National Essay Writing Competition takes place annually. Go to www.isaschools.org.uk/competitions/essay



DATES FOR YOUR DIARY

BADMINTON U11-U18 M/F (Open)

Thu 5 Dec 2019
Nottingham University

BASKETBALL U18 M (Open)

Fri 27 Mar 2020
Queen Ethelburga's, York

CLIMBING U15/U16/U17/U18 M/F (Open)

Fri 29 Nov 2019
Redpoint, Worcester

CROSS COUNTRY U9-U18 M/F National Finals

Fri 20 Mar 2020
Rugby School

FENCING U9-U18 M/F (Open)

Sat 29 Feb 2020
Leon Paul Fencing Centre

FOOTBALL

F U11/U13/U15 (Open)
Tue 8 Oct 2019
LVS Ascot

M U16/U18 (Open)
Tue 8 Oct 2019
Queen Ethelburga's, York

M U16/U18 (Open)
Tue 15 Oct 2019
ACS Egham

M U16/18, National Finals
Wed 18 Dec 2019
Xcel Sports Hub, Wharton-on-Thames

M U14/U16 (Open)
Tue 28 Jan 2020
Nottingham University

HOCKEY

F U11 (Open)
Thu 14 Nov 2019
Lee Valley (Olympic Park)

F U13 (Open)
Thu 21 Nov 2019
Lee Valley (Olympic Park)

M U11/U13 (Open)
Thu 6 Feb 2020
Lee Valley (Olympic Park)

M/F U14 (Open)
Tue 12 Nov 2019
Ashford Hockey Club, Surrey

M/F U15 (Open)
Thu 13 Feb 2020
Lee Valley (Olympic Park)

NETBALL

F U11, National Finals
Wed 11 March 2020
Rugby School

F U13, National Finals
Fri 13 Mar 2020
Rugby School

F U14 (Open)
Thu 5 March 2020
Nottingham University

F U16 (Open)
Thu 12 March 2020
Nottingham University

F U18 (Open)
Wed 4 March 2020
Stafford Grammar

RUGBY

M/F U10/U11/U16 (Open)
Fri 22 Nov 2019
Bedford Athletic RFC

M U15 (Open)
Fri 6 Mar 2020
Maidenhead RFC

M U18 (Open)
Wed 11 Mar 2020
St James Boys'

M U13/ U14 (Open)
Thu 12 Mar 2020
St James Boys'

SWIMMING U9-U18 M/F National Finals

Sat 30 Nov 2019
London Olympic Pool

TABLE TENNIS U11/U13/U15 M/F (Open)

Fri 24 Jan 2020
Nottingham University



NATIONAL ATHLETICS FINALS 2019

Over 700 children from 151 schools competed in the ISA National Athletics Finals on Wednesday 19th June at Alexander Stadium in beautiful conditions. Children from age 9 – 16 put on a real show of outstanding athletic ability, exemplary attitude, and sportsmanship that was well placed within an international sports arena that in the past has been graced by the likes Mo Farah and Jess Ennis.

The 2019 championships were officially opened by Hannah L from Midlands (St Edwards), she paraded the 1948 Olympic Torch and Steve Backley's 1992 British Record-breaking javelin after her monumental record-breaking 41.66m throw at the ISA championships in 2018.

Regardless of all the outstanding individual and team performances, the day must be remembered for the achievements of all who were there. To qualify for this event is a remarkable achievement and one that every competitor should be very proud of. All the points were accumulated and despite a strong challenge from the North, the eventual overall winners were London West who defended their 2017 crown. All the team results can be seen below.

Spectators were blessed with some remarkable performances and in total fifteen national records were broken, these can be seen below:



DANIEL BRAMBLE (GB ATHLETE) WITH OAKHYRST GRANGE RELAY TEAM

Discus Throw | Year 7 Girls | Ellie M. Rookwood School | [29.96m](#)

Discus Throw | Year 8-9 Girls | Claudia K. Claires Court School | [29.11m NR](#)

Shot Put | Year 7 Girls | Poppy T. Adcote School for Girls | [09.61m](#)

Long Jump | Year 4 Boys | Joseph M. Ursuline Preparatory School Essex | [4.14m NR](#)

Long Jump | Year 4 Girls | Mia F. Reddam House Berkshire | [4.13m](#)

Long Jump | Year 5 Girls | Florence C. Finborough School | [4.30m](#)

Long Jump | Year 10-11 Boys | Max E. ACS International School Hillingdon | [6.14m](#)

150m | Year 6 Boys | James B. Steephill School | [18.97](#)

200m | Year 8-9 Boys | Ben H. Princethorpe College | [23.51](#)

300m | Year 10-11 Girls | Bea G. Ipswich High School | [41.06](#)

400m | Year 10-11 Boys | Ben B. Heathfield Knoll School | [0:50.38](#)

600m | Year 4 Boys | Jack D. Radnor House Sevenoaks | [1:50.70](#)

600m | Year 5 Girls | Hannah L. Alton School | [1:50.01](#)

800m | Year 8-9 Girls | Ava L. Scarisbrick Hall School and College | [2:15.95](#)

#	Area	Total
1	ISA London West	619
2	ISA North	471
3	ISA London South	465
4	ISA East Anglia	464
5	ISA Midlands	442
6	ISA London North	338
7	ISA South West	306

HIGHLIGHTS OF 2019



GYMNASTICS
 JUNE WALDEN
U11 5-A-SIDE FOOTBALL
 HALE PREP SCHOOL @ ST GEORGE'S"
NATIONAL CROSS COUNTRY
 RUGBY SCHOOL
NATIONAL TENNIS
 LINGFIELD @ QUEENSWOOD



#ISA Athlete of The Month Competition

The ISA Athlete of the Month Award is an opportunity to recognise those outstanding achievements in sport. You can nominate your pupils for this accolade. Some of our recent winners:

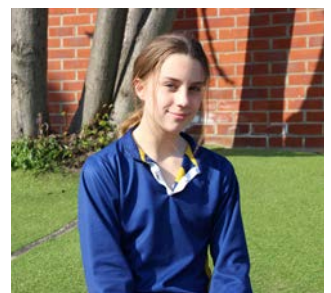


Grace H-K (Langley Preparatory at Taverham Hall)

Grace is an excellent role model for girls and has a very bright sporting future ahead of her. She plays for the School's U11A hockey team, who finished both as County Champions as well as silver medallists at a National Championship. Captains the U11A Netball and Cricket teams. Has been selected for the U13 Norfolk County Cricket side 3 years young (!). Plays netball for Norfolk United Academy and has been selected for Mavericks Benecos. Played in the School's mixed football team who were crowned Norfolk Schools Cup Champions 2019 and was identified by Norwich FC scouts for her tenacity.

Kiera A (Colchester High School)

Kiera is the current ISA 1500m record holder by 7 seconds. She has had an amazing month finishing 26th out of 350 girls in the English Schools Cross Country in Leeds and the first Year 8 girl in South East. Kiera has been the Essex Schools Cross Country champion for the last 6 years. She finally got her chance in the ISA Nationals at Rugby School winning the Year 7 & 8 competition. To crown a great month for her she gained selection for the SE in the London Mini Marathon this weekend. Kiera is an inspiration to our pupils.



Dan K (The Dixie Grammar School)

"I am a swimmer who trains eight times a week at national level, qualifying for four events this year at the British Summer Championships (200m, 400m and 800m freestyle and 400m IM). I am ranked top fifteen in Great Britain at under 15 year age group for these four races. I swim for the county at National Inter-Counties events and have also swam for East Midlands at international meetings. I completed the first stage of the Swim England talent pathway involving three one day camps. I have qualified for the last six ISA National Finals and currently hold the ISA National Record for 50m Backstroke. I have delivered an 'Inspire through sport' presentation to our junior school where I hoped to show the younger students what high level sport has taught me."



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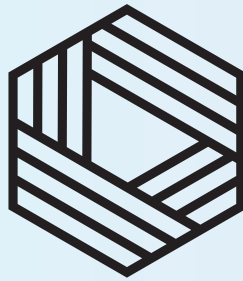
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1. MEETING UP

Book in a meeting with our friendly team. We can either come to you or you can visit us at the agency.



2. THE BRIEF

Before you meet us, you'll need to have some idea of what your expectations are and what you want to achieve from your magazine. If there are samples of other magazines or anything you like the design of, let us know. Help inspire us. We'll work with your brand guidelines to create something you'll love!



3. CREATING A BESPOKE QUOTE

You will be provided with a schedule for proofing stages and a sign off date in order to meet your delivery date.



4. INITIAL CONCEPTS

We undertake research based on your Schools needs and brief to find the best magazine solutions. We create 1-3 visual concepts for you to choose from. Once you have picked your favourite, we use your chosen template to design and create your 1st proof!



5. SUPPLYING CONTENT

Obviously, we will need your Schools content to create the magazine. Our team works with you to make sure you provide great quality content, ensuring a great quality magazine. Think high res image files, well written, proofed copy and layout requests!



6. ARTWORKING

You've agreed your quote, supplied the brief, chosen your design and provided your content. Your magazine will now be art-worked, carefully put together to provide you with the 1st proof. This normally takes around 2-3 weeks.



7. PROOFING

You will receive your first proof on the date provided on your schedule. We'll provide you with a date to return your amends in order to meet the agreed deadlines. We upload your proof to our server and send a link to download. However, we do also supply hard copies if required.



8. AMENDS

Once you've viewed your 1st proof, you may find there are amends needed. We ask amends to be submitted using Adobe's commenting function in Acrobat Reader - a free software which you can download online. Once we have completed the amends, you'll be sent a second proof!



9. SIGN OFF

You will need to sign off on the date given in your schedule in order to meet your delivery. When we have received sign off by email, we will prepare your magazine to go to print.



10. DELIVERY

Once printed, your magazine will be delivered by one of our lovely drivers for the agreed date!

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