



**Altrincham Grammar  
School for Girls**  
BRIGHT FUTURES EDUCATIONAL TRUST

# Year 12 Virtual Induction Evening



16 September 2021

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# Student wellbeing: advice for parents

Dr George Thomas, Educational Psychologist

**How parents/ carers  
can help support  
their child's mental health  
and wellbeing**

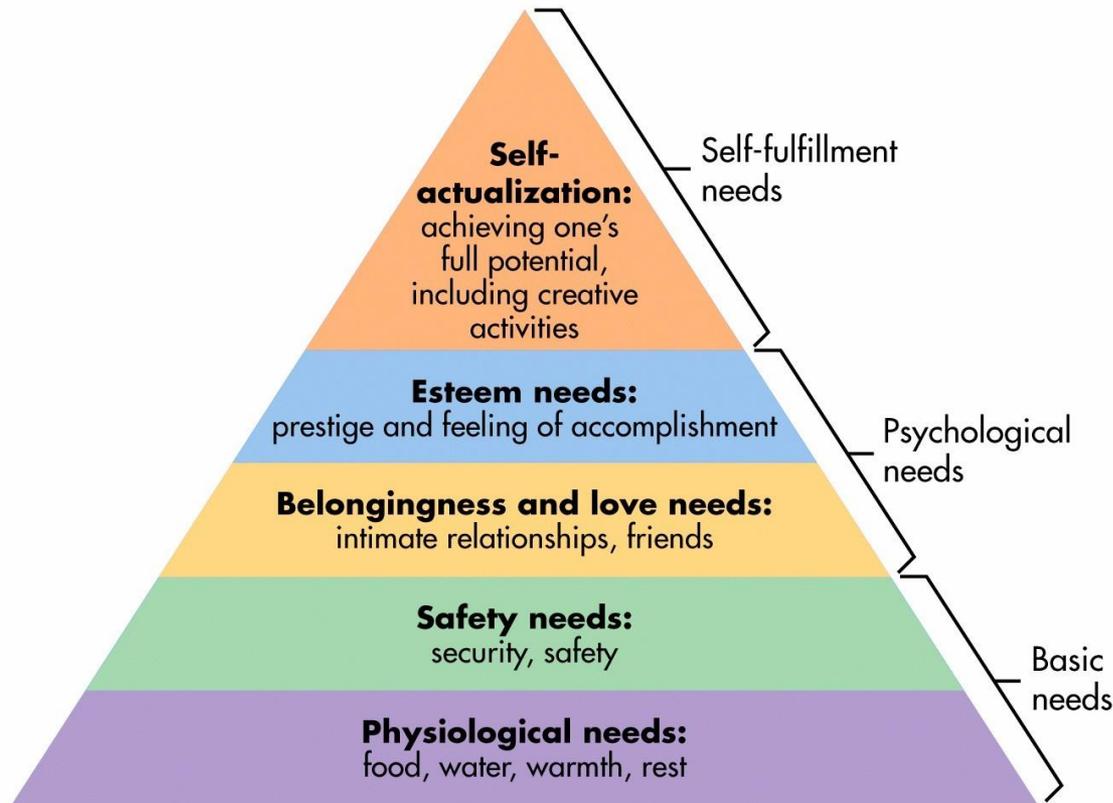
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**Dr George Thomas**  
*Educational Psychologist, BFET*

# Objectives

- ★ To discuss Maslow's hierarchy of needs and how this links to young people's mental health and wellbeing.
- ★ To explore ways in which parents/ carers can help support their child's mental health and wellbeing.

# Maslow's hierarchy of needs



# Physiological needs – Diet

- ★ Healthy breakfast that is high in complex carbohydrate/ protein and low in sugar.
- ★ Five pieces of fruit and veg per day.
- ★ Iron-rich foods (e.g., dark green veg; nuts and seeds; pulses and beans).
- ★ Six to eight glasses of water per day.
- ★ Caffeine (i.e., stop caffeine intake 6-hours before bed time).

# Physiological needs – Sleep

- ★ Young people aged between 16 and 18 need 9-hours' sleep per night.
- ★ Typical for young people in this age group to have a 'teenage sleep pattern' of less sleep than needed on a school night with more sleep than needed on a weekend night (i.e., to pay back the 'sleep debt' that has built up).

This is fine but needs to be accounted for so that 'sleep debts' can be 'paid off' at the weekend.

- ★ Young people should still have set times to go to bed on school and weekend nights.

# Physiological needs – Sleep

- ★ In addition to stopping caffeine intake 6-hours before bedtime, there are other time-points to consider:
  - ★ Evening meal 3-hours before bedtime;
  - ★ Mentally stimulating activities (e.g., homework) should stop 2-hours before bedtime and be done away from the bedroom;
  - ★ Blue light technologies (e.g., mobiles; tablets; laptops) should stop 2-hours before bed time and be kept away from the bedroom;
  - ★ Calm/ relaxing activities (e.g., reading a book; having a bath; mindfulness colouring; etc.) in the 2-hours leading up to bed time.

- ★ Vitamin D is produced by our skin during exposure to sunlight. Vitamin D:
  - ★ Helps the body absorb calcium and phosphate from our diet, both of which are important for healthy teeth, bones and muscles;
  - ★ Increases the body's production of Serotonin – the neurotransmitter in our brain that is responsible for positive emotions and motivated behaviour.
- ★ Between late March/ early April and the end of September, our skin is able to produce Vitamin D by being exposed to sunlight outdoors.
- ★ In the winter months (i.e., October to mid March), the sun doesn't emit enough UVB radiation for our skin to make Vitamin D. During these months, we can get Vitamin D from supplements or by including certain foods in our diet, such as:
  - ★ Oily fish (e.g., herring; mackerel; salmon; sardines);
  - ★ Red meat;
  - ★ Eggs;
  - ★ Foods fortified with Vitamin D (e.g., breakfast cereals).

# Physiological needs – Exercise

- ★ Whilst exercise is not a physiological *need* (per se), it is an essential part of a healthy lifestyle. For example:
  - ★ Research has shown that those who exercise regularly are significantly more likely to maintain a healthy diet;
  - ★ Regular exercise promotes healthy sleep;
  - ★ Outdoor exercise exposes us to sunlight which, in turn, increases our production of Vitamin-D during the lighter months.
- ★ Exercise also causes our bodies to release endorphins, which are hormones that reduce the perception of pain and increase feelings of euphoria.
- ★ The NHS recommends that young people should be physically active for 1-hour per day with a combination of moderate activity (e.g., walking to/ from school) and vigorous activity (e.g., running; dancing; cycling).
- ★ The NHS also recommends that young people should engage in muscle and bone strengthening activities three times per week (e.g., team sports; tennis; gym classes; workouts).

# Psychological needs – Parenting style

	LOW BOUNDARIES/ STRUCTURE	HIGH BOUNDARIES/ STRUCTURE
HIGH WARMTH/ NURTURE	<i>PERMISSIVE</i> <i>(lenient; indulgent; over- involved)</i>	<i>AUTHORITATIVE</i> <i>(supportive; assertive; flexible)</i>
LOW WARMTH/ NURTURE	<i>UNINVOLVED</i> <i>(distant; uninterested; passive)</i>	<i>AUTHORITARIAN</i> <i>(rigid; "because I said so"; "I'm the boss")</i>

# A note on mental health

## Mental Health Continuum Model



- ★ The Children's Society (2008) found that 20% of adolescents may experience mental health difficulties within any given year, yet 70% of those with mental health difficulties do not receive support/ intervention at a sufficiently early stage.



**Universal support (available to everyone all of the time)**

ARE YOU PROMOTING YOUR OWN WELLBEING? (see tips for wellbeing)

- Anti-bullying ambassadors
- Anti-bullying blog
- Circle time
- Connexions advisor
- Extra-curricular clubs/exercise
- Form tutors and teachers
- Leaflets and information
- 'Looking after myself' page in school diary (p. 289 & 290)
- Wellbeing page on school website
- School nurse
- Sharp system on school website
- Wellbeing ambassadors
- Wellbeing page on school website
- Wellbeing space and wellbeing club



**Targeted support (when you need a bit of help)**

ARE YOU PROMOTING YOUR OWN WELLBEING? (see tips for wellbeing)

- Consultation with form tutor
- Consultation with senior tutor
- Pastoral mentoring
- School nurse
- Mental Health first aider



**Intensive support (when it's really important that you talk to someone)**

ARE YOU PROMOTING YOUR OWN WELLBEING? (see tips for wellbeing)

- 42<sup>nd</sup> Street counsellor <sup>2</sup>
  - Child and adolescent mental health services (CAMHS)<sup>3</sup>
  - Educational psychologist<sup>1</sup>
  - Relate counsellor <sup>2</sup>
  - School nurse <sup>1</sup>
- (<sup>1</sup>Referral via senior tutors; <sup>2</sup>Referral via senior tutors or self-referral; <sup>3</sup>Referral via school nurse)*

Wellbeing support available in Altrincham Girls Grammar School

# Young people's mental health in the context of the Covid-19 pandemic

- ★ The National Institute for Health Research (2020) found that young people were significantly more concerned about the risk Covid-19 poses to their family members compared to themselves.
- ★ Nonetheless, young people's greatest concerns were around missing school and the impact this may have on their friendships and academic outcomes.

# Young people's mental health in the context of the Covid-19 pandemic

- ★ In terms of the ways in which parents/ carers can support their children's mental health amidst the Covid-19 pandemic, a recent literature review gave the following advice:
  - ★ Avoid placing adult perspectives on your child's experiences
  - ★ Encourage your child to maintain the type of activities that promote their sense of school connectedness (e.g., clubs; extra-curricular activities; etc.)
  - ★ Highlight the importance of establishing new routines, both at home and in school
  - ★ Maintain open communication between yourselves, your child and school staff
  - ★ Support your child's friendships outside of school
  - ★ Support your child's self-efficacy (e.g., hobbies)

# The Sixth Form Team

- Mrs Galvin      Head of Sixth Form
  - Miss Hickman      Senior Tutor Year 12
  - 12-1      Mrs Willmott
  - 12-2      Ms Hawkins
  - 12-3      Mr Emms
  - 12-4      Mr Griffiths
  - 12-5      Mrs Land
  - 12-6      Mrs Hulme
  - 12-7      Mr Starnes
  - 12-8      Mrs Bell Walker
  - 12-9      Mr Stuchbury
  - Mrs Egan      Sixth Form Administrator
  - Mrs Quigley      Sixth Form Administrator
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# The school day

- 8.40 Registration
- 8.45 Assembly or form time
- 9.05 Lesson 1
- 10.05 Lesson 2
  
- 11:05 Rec
  
- 11.25 Lesson 3
  
- 12.25 Lunch
  
- 1.30 Lesson 4
- 2.30 Lesson 5
- 3.30 School officially ends

# The school day

- 6th form libraries available until:
  - 4.15pm Monday
  - 5pm Tuesday, Wednesday, Thursday
  - 3pm on Friday
- Main school library available until 5pm each day
- Extra curricular activities after school and at lunchtimes
- Students are may go home in the afternoon **if they do not have lessons periods 4 and 5 and have parental permission**

# Sixth Form curriculum

- 3 subjects studied for 2 years
- Importance of choosing the right subjects
  - Deadline for subject changes 24 September
- EPQ

# Independent study

- 10 hours of teaching per subject per cycle (2 weeks)
- 3 A levels =30 hours of teaching in total per cycle
- This leaves 20 study periods per cycle
- 10 hours extra study expected per subject per cycle
- Regular attendance and punctuality important
- Help sessions and support
- Active role in lessons is vital
- Study skills session for students last week

# ALIS grades

- All students provided with ALIS grades within the next few weeks
- These are statistically expected grades based on a student's GCSE points score
- Students are encouraged to meet these ALIS grades in their final A level exams and they are used as a reference point for teachers

# Year 12 Exams

- Students will sit internal exams in all subjects in the summer of 2022
- Monday 20 June – Friday 1 July 2022
- Students will be on study leave at this time

# UCAS predicted grades

- Based on rigorous internal examinations at the end of Year 12 and teacher professional judgement
- A holistic approach is applied, but data very much informs this decision
- For this reason, it is important that students take every assessment seriously, including internal examinations

# Home school agreement

- Details in Student Handbook – access via website
- Attendance and punctuality (form time and lessons)
- Absence procedures
  - Phone call if unwell on every day of absence before 9am (0161 912 5911)
  - Text messages sent home if students are absent
  - May require a medical/doctors note for longer periods of absence
  - Green forms for special leave requests. At least 2 weeks in advance

# Home school agreement

- Absence and punctuality concerns
  - Form Tutor / Senior Tutor monitoring
  - Phone calls home / meeting with parents
  - Sanctions
- Dress code
  - All students to adhere
  - Students may be sent home to change and put on a daily uniform report

# Book deposit

- £50 deposit to be paid on parent pay
- Given back at end of Year 13 upon return of **ALL** textbooks

# Extended Project Qualification (EPQ)

- ★ Independent Learning project to develop the skills of researching, analysing and evaluating the sources of information
- ★ The topic can be anything of your child's choosing e.g. To what extent are serial killers the product of their genes or their environment?
- ★ Link on letter sent home for more information

# Format

- ★ Launched in September, students opt in to take it
- ★ One supervised session per fortnight, one session on timetable of independent study
- ★ Deadline will be spring term 2022
- ★ Evidence and analysis of research is essential in addition to the finished product
- ★ No drafts and re-writes, no feedback on the report until submitted
- ★ Graded A\*-E following AQA moderation

# EPQ

- *“We welcome the introduction of the Extended Project and would encourage you to undertake one as it will develop your independent study and research skills and ease the transition from school / college to higher education.”*

**University of Cambridge**

- *“If you have undertaken the Extended Project, this may be taken into account if you do not achieve the conditions of your offer.”*

**London School of Economics**

- *“We have an increasingly compelling evidence base that students who did well at EPQ settle in well to their studies, we are keen to see more of them.”*

**University of Southampton**

# Monitoring Progress

- ALIS grades given to students
- Monitoring discussions with subject teachers and form tutors
- Tracking by form tutors, Miss Hickman and Mrs Galvin
- Online Parents' Evenings via Teams:
  - Thursday 2 December 2021
  - Thursday 31 March 2022
- Interim reports available on Edulink prior to parents' evenings

# Extra curricular activities

- Work experience
- Peer mentoring of younger students
- Model United Nations
- Duke of Edinburgh
- Subject specific clubs and societies e.g. science society
- Reading groups
- Year group school councils
- Charity events and fundraising
- Bar mock trial
- Debate society

# Volunteering

- Contribute to community life
- Develop skills useful for university and future employment
- Examples may include – charity shop, residential home, hospitals.
- Students can use study periods – Students studying 3 A levels have been timetabled to have one afternoon a cycle with no lessons

# Student wellbeing

## In school support

- Induction day
- Tutor time programme
- Form tutor, Miss Hickman, Mrs Galvin
- Healthy lifestyles day
- Talks e.g. Drugs, alcohol

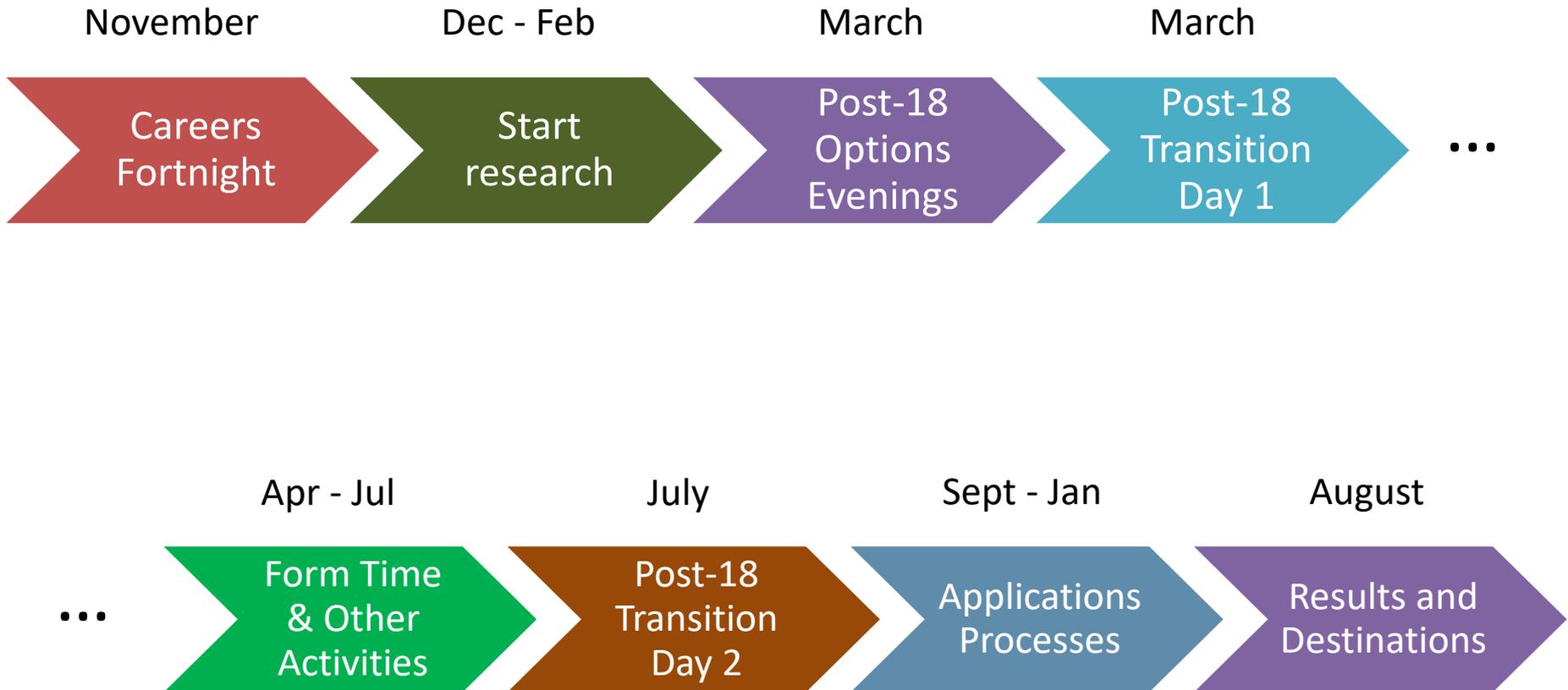
## External support

- Connexions advisors-Anne Parkins
- School counsellor and 42<sup>nd</sup> street
- BFET educational psychology team

# Bursary

- Means tested financial support for students
- Paid in addition to all other benefits
- Evidence of income required to support applications
- Information from Mrs Quigley in the Sixth Form Office or on school website

# Post 18 options



# Careers fortnight

- ★ Variety of speakers
- ★ Lancaster university trip Thursday 4 November 2021 – letter to go home shortly with details about payment
- ★ Opportunity in lessons to think about careers

# Work experience: Monday 4 – Friday 8 July 2022

- ★ Students to source your own placement at a reputable company within the industry or profession you might want to work in post 'A' Level or post university. Sole traders will not be accepted.
- ★ Must be within the Greater Manchester or South Cheshire area. Placements out of area will be classed as unauthorised and we do not accept unauthorised placements.
- ★ The company must agree to a health and safety /risk assessment appraisal. This is a requirement of the Local Authority.

# Work experience: Monday 4 – Friday 8 July 2022

- ★ How do students go about searching for a placement?
  - Parents/Friends of the family
  - Ring/email different companies
  - Ask Y13 where they went to?
  - Mrs Gillibrand has some contacts if you are struggling to find anything
- ★ IT IS NOT TOO EARLY TO START SEARCHING. Many placements supplied by large companies are taken by Christmas time.
- ★ Our Futures work experience company
- ★ £25 cost payable via parentpay-health and safety risk assessment and admin costs

# Work experience: Monday 4 – Friday 8 July 2022

- ★ Letters will be sent out via Parentmail by the end of September and self-placement forms given out via form tutors.
- ★ Paperwork to be completed & enclosed:
  - ★ Self-placement form
  - ★ A copy of the Employer's Liability Insurance – paperwork cannot be accepted without this document
  - ★ Medical form if appropriate

**Must be returned by Friday 21 January 2022**

- ★ Any queries or questions are to be directed to Mrs Gillibrand, Careers Co-ordinator at the main school office.
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# Who to contact

- Miss Hickman: Senior Tutor
- Mrs Galvin: Head of Sixth Form
- Mr Davenport: Higher Education questions and  
'what to do next'
- Mrs Egan: Sixth Form Office
- Mrs Quigley: Sixth Form Office
- Mrs Gillibrand: Careers Coordinator and work experience
- Anne Parkins: Connexions adviser and 1:1 interviews

# Important dates

- Thursday 23 September 2021: GCSE certificate presentation evening
- Thursday 11 November 2021: Sixth Form Open Evening-students MAY be required to help
- Thursday 2 December 2021 & Thursday 31 March 2022: Year 12 online Parents' Evening
- Thursday 3 March 2022: Post 18 options evening
- Wednesday 23 March 2022: Oxbridge and medics information evening
- Monday 20 – Wednesday 29 June 2022: Year 12 exams
- Monday 4 July – Friday 8 July 2022: Work experience

Thank you for joining us tonight. We look forward to celebrating success with you in August 2023!

## Reminder

- Please pay book deposit as soon as possible, via ParentPay