


CAMHS SCHOOL IN-REACH: SUMMER NEWSLETTER

We are a team aiming to support the whole-school approach to wellbeing in schools across Swansea and Neath Port Talbot.

Each school has a named Emotional Health and Wellbeing Practitioner that can provide support to staff, parents, children and young people.





You've got this,
Breathe in and out.
Don't cry or pout,
It's gonna be okay.

There's no need to shed a tear,
You know I am here.
I've got you,
It's gonna be okay.

It's hard to breathe sometimes,
And life can be scary.
But have hope and faith in your ability,
It's gonna be okay.

We love you,
We support you,
We know what you can do.
It is going to be okay,
I promise you.

So, breathe in and out,
Let your worries fade away.
Don't be scared about the future,
Be glad to live today.

Amy Davies - Year 10 - Cefn Saeson Comprehensive School





Hello's and Goodbye's



Hi my name is Fran and I am an Emotional Health and Wellbeing Practitioner for the School in-reach service. I have recently joined the team and I am excited to work alongside schools to support with early intervention mental health and emotional health strategies.

I was a Primary school teacher for 16 years in NPT and have previously studied Psychology at the University of Plymouth. I have a passion for Art and I particularly love painting and doing pet portraits. I am planning to complete my masters in Art Therapy in the near future and have had a breadth of experience working with children with Additional Learning Needs.

I have an identical twin sister. I am a mam of two beautiful girls and a wife of a Welsh Touch Rugby Player. I don't have a lot of spare time, but I enjoy yoga and long beach walks.

It is with a heavy heart that I say a fond farewell to everyone in the SIR team, all of my schools, parents, pupils and professionals that I have been lucky enough to work with over the last two years. I have thoroughly enjoyed my time in CAMHS and I have learnt a great deal. However, it is with sadness and excitement that I now move on to the next phase in my career, as I have accepted a job as a teacher in the Bridge PRU, starting this September.

I would like to thank everyone for all the help, support and laughs along the way! I feel privileged to do the job I do and I hope that I have made a small difference to the adults and children I have worked with.

Good luck Laura!



At the end of the summer term, Angharad will be leaving us to start the Educational Psychology Doctorate in September. Angharad would like to say a big thank you to the NPT Welsh schools who she has worked with over the last academic year, she has thoroughly enjoyed supporting your school's needs and has learnt so much from you all! Congratulations Angharad!

WHAT WE'VE BEEN UP TO...

Refugee Workshop

Ceri and Mark ran two workshops on the topic of Refugees for EAL teachers in Swansea during April and May, one on Teams and another in person at the Guildhall in Swansea, shout out to Fran for supporting us with the IT! Both workshops have received excellent feedback and resulted in further discussions with staff in schools regarding the topic. Lots of good information shared and raised some interesting questions around how we can support these children and their families moving forward.



We have been busy creating worry boxes and worry people with our primary age pupils. If your child feels worried, it's upsetting them and they are not able to think about or do other things, one thing that you could try is making a 'worry box' or 'worry people' together.

These tools help children to externalise worries from inside their brain into something more concrete. Studies have shown that recognising and naming an emotion such as worry, reduces the effect that emotion has on the body and in turn allows children to manage that emotion. When an emotion is recognised and externalised, its power is lessened. MRI scans show the activity in the amygdala decreases and there is greater activity in the frontal lobe, the thinking part of the brain overpowers the emotional part and looks for ways to manage the emotion.



Celebrating St David's Day in style!

Here are Ellen and Kelly supporting a Wellbeing event in one of our primary schools. Please get in touch with us if you would like us to attend similar events in your schools!



Year 1 and 2 in St Joseph's Catholic Primary School have been working hard on their body maps! We are really proud of how supportive they have been of one another since starting their group. Keep up the good work!

Wellbeing Warrior

OUR WELLBEING WARRIOR THIS TERM IS HENRI! HENRI ATTENDS A SCHOOL IN SWANSEA AND HAS WORKED INCREDIBLY HARD DURING SESSIONS WITH US AT SCHOOL. HENRI HAS WONDERFUL INSIGHT IN MANAGING HIS EMOTIONS AND IS A GREAT AMBASSADOR FOR WELLBEING IN HIS ROLE IN THE SCHOOL COUNCIL. WE ARE VERY PROUD OF HIM, WE ARE SURE HIS TEACHERS AND PARENTS ARE TOO!

DA IAWN HENRI!





DURING OUR PREVIOUS NEWSLETTER WE SHARED SOME TIPS FOR CHILDREN FOR TRANSITION TO SECONDARY SCHOOL. THIS SECTION WILL SHARE SOME TIPS OF HOW YOU AS PARENT/CARERS CAN HELP.



Expect and normalise a big mix of emotions – it is common for your Yr 6 child to feel sadness, excitement, apprehension, nervousness and worry with the prospect of leaving their primary and starting their secondary school.

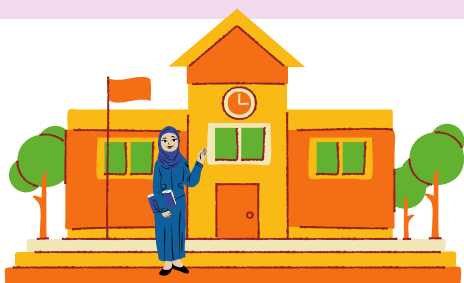
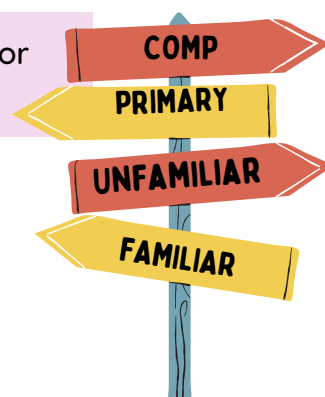
Validate these feelings by saying things such as “I understand you are worried” and “It looks like you are feeling sad to leave primary”. Offer some **alternative perspectives** “I know you are worried about not being in the class with your best friend, I’m sure you will make some new friends” and “I understand that you are scared of getting lost, all new pupils will be feeling like that, you will soon find your way around the school.” Validating and challenging worrying thoughts will help your child to understand and manage their emotions.

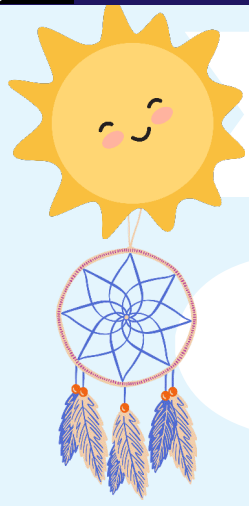
Allow time during the summer for some preparation of independence, following instructions, having a chore or task and being responsible for organising and timing something such as a journey with friends or looking at timetables of transport. This will help your child become familiar with responsibility and independence in a safe and familiar way.

Remind your child that they have experienced change before, it is sometimes tricky and feels scary but they will be ok. Draw on previous experiences as examples such as meeting someone new, having a supply teacher, a new club or team, going away from home on a holiday or school residential etc.

Be mindful of your own thoughts, feelings and actions when talking about secondary school. Depending on your own experience of school, this can have a positive or negative impact on how your child might feel about their new start.

For more top tips, ask your school about our recorded session ‘Transition Tips for Parents/Carers’ by CAMHS School In Reach.





Summer Crafts



SUN CATCHER

SUPPLIES

- CARD OR WOODEN STICKS FOR THE FRAME
- CLEAR PLASTIC (POLY POCKET, RECYCLING, TAPE)
- ITEMS YOU FIND IN NATURE
 - GLUE
 - STRING

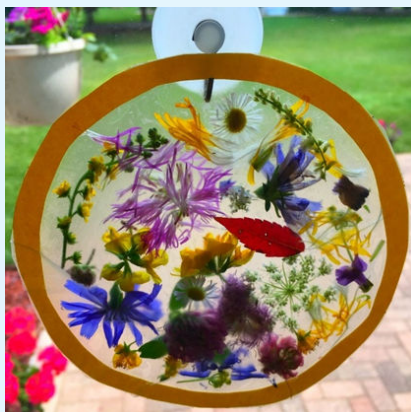
STEP 1: CREATE YOUR FRAME FROM YOUR STICKS - YOU CAN MAKE THIS ANY SHAPE YOU LIKE.

STEP 2: GLUE OR STICK YOUR CLEAR PLASTIC TO YOUR FRAME.

STEP 3: GO OUT FOR A WALK IN NATURE WHILST YOU LEAVE YOUR FRAME TO DRY. ON YOUR WALK, LOOK FOR ITEMS YOU CAN USE FOR YOUR SUN CATCHER - THESE CAN BE LEAVES, FLOWERS, OR ANYTHING FLAT. USE ITEMS THAT HAVE FALLEN OFF A TREE OR PLANT - DON'T PICK FLOWERS WITHOUT PERMISSION FROM THE GARDENER!

STEP 4: WHEN YOU'RE HOME, COVER THE PLASTIC IN GLUE AND START STICKING YOUR NATURAL ITEMS TO YOUR SUN CATCHER.

STEP 5: ADD A HOLE AND STRING TO THE TOP AND HANG IT IN YOUR WINDOW!





Summer Crafts



MINDFUL ROCK PAINTING

SUPPLIES

- ROCKS OR STONES
- PAINT OR PERMANENT MARKERS
- PVA GLUE

STEP 1: TAKE A LOVELY WALK ALONG YOUR LOCAL BEACH, TO FIND A PEBBLE OR SMALL ROCK YOU LIKE THE LOOK OF. CONSIDER THE TEXTURE AND SHAPE OF YOUR PEBBLE.

STEP 2: USING YOUR PAINT OR MARKERS CREATE PATTERNS, SHAPES, OR WORDS THAT WILL REMIND YOU TO STAY CALM.

STEP 3: •YOU COULD TRY:

- CREATING A MINDFUL MAZE
- JOKES OR IMAGES
- HIGHLIGHT THE STONES NATURAL FEATURES
- WORDS: LISTEN, BREATHE, LOOK/NOTICE, FEEL, SMELL
- AFFIRMATIONS OR GRATITUDE PROMPTS

STEP 4: ONCE YOUR CREATION IS DRY, COAT THE ROCK IN PVA GLUE TO PRESERVE THE COLOURS AND MAKE IT SHINY.



SPOTLIGHT

MELIN PRIMARY SCHOOL



At Melin Primary school we offer a wide range of interventions to support our pupils' social and emotional wellbeing. One of our interventions that we have found to be beneficial to many children is our 'KitKat' club.

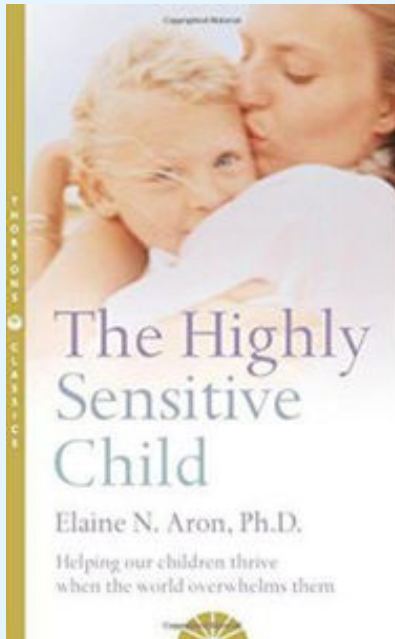
KitKat stands for 'Keep In Touch Kome And Talk'. This is a drop in club for children who have completed other interventions such as ELSA or Talkabout but still require support from an emotionally available adult from time to time.

Children are given a KitKat voucher that they are able to present to an adult when they require support or are feeling overwhelmed. The child is then able to sit for a period of time with a Teaching Assistant to gain support when it is needed. We have found that this early intervention has been invaluable in tackling a situation and help to regulate emotions before they possibly escalate.

We have noticed that these informal social and emotional 'check-ins' are beneficial for children's wellbeing as they know that they still have a support network available once their more 'formal' intervention has been successfully completed.



Book recommendations for Parents



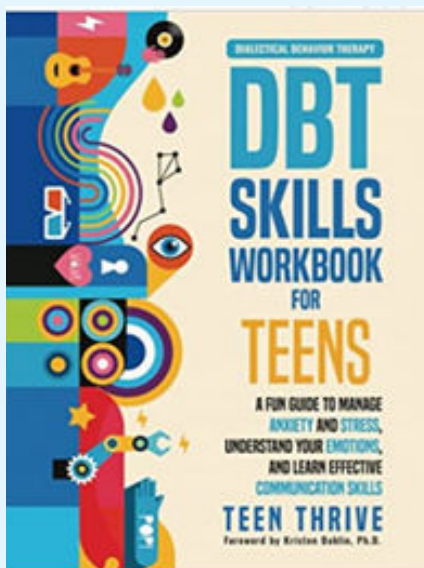
The Highly Sensitive Child - Helping our children thrive when the world overwhelms them

By Elaine N Arnon

15-20% of children are Highly Sensitive – and they are often labelled shy, introverted, fussy or faddy. This intelligent, practical book helps parents know what to do, when to back off, and how to ensure their child is given the right sort of treatment at school.

Play Therapy Activities: 150 Fun Activities For Parents and Children to Play to Improve Emotional Stability and Bonding
By Charlotte Patel

A book that encourages children aged 3 to 9 to explore their emotions via interesting activities such as colouring, puzzles, drawing and writing. The aim of the activities are to teach children more helpful actions, emotional awareness, and the ability to resolve inner conflicts.



The DBT Skills Workbook for Teens: A Fun Guide to Manage Anxiety and Stress, Understand Your Emotions and Learn Effective Communication Skills

By Teen Thrive

The DBT skills workbook for teens is a fun, engaging and gamified experience, precisely what keeps today's distracted teens motivated to do the work. Designed to help teens to cope with stressful times, to balance powerful feelings and emotions in an effective way, and to navigate interpersonal relationships effectively.



App Recommendations for Parents



Mindshift CBT - Anxiety Relief

MindShift CBT is a free self-help anxiety relief app, that helps you reduce worry, stress, and panic by following evidence-based strategies. Using CBT tools, you can challenge negativity, learn more about anxiety, develop more effective ways of thinking, be mindful, and relax.



Reflectly - Journal & Diary

Reflectly is the #1 journaling app that's like your best friend. Vent your thoughts & feelings to improve your mood and practice mindfulness. Write down how you feel each day in your own mood diary.



Tappy: Self Care Fidgeter

Tappy is a fidgeting app designed to help you reduce stress and anxiety quickly in a fun and satisfying way! Check out the entire app to discover ways to be mindful, improve mental health, reduce stress, and ease anxiety.

