



BHS Wellbeing

23rd October 2024

Welcome to the newest edition of our Wellbeing Newsletter!

In this newsletter, you will find lots of information for how to support your child with their mental and physical health and wellbeing.

Please remember, if your child needs support with their mental health over the school holidays, you will find support through one of these means:-

- Wellbeing page on the BHS website - <https://www.beaconsfieldhigh.bucks.sch.uk/Wellbeing/>
- The Samaritans - call 116 123 or [click here](#)
- [Papyrus](#)
- Call 999/101
- [Kooth](#)
- [Health for Teens](#)

All of us at school (students and teachers included) are looking forward to a happy and healthy break and some time to recharge our batteries. We want students and staff to look after themselves, practise self-care, connect with friends and family, do some fun stuff, and rest!

To this end, please be aware that school emails are not expected to be read by staff over the school holidays. However, our [Safeguarding email](#) is monitored throughout the holiday period if you have concerns or are worried about your child.



Elevate is an award-winning organisation that has been working with Beaconsfield High to help students become more effective learners.

You can sign up for free parent webinars using [this link](#)

#TeamBHS



Motivation and stress

PSHE teaching in Year 11 this half term

We are covering some topics on 'stress' and teaching the students about 'good stress', that is ability and functioning enhancing and 'bad stress' which is not.

Please find further information on stress here:

Mind

Youngminds

Stem4 - what is stress?

Stress management for exams

Good Stress vs. Bad Stress

GOOD STRESS

Good stress is pressure that spurs us on toward growth and progress. It may be difficult, but we respond with resilience and improvement.

BAD STRESS

Bad stress is feelings of anxiety, nervousness, fear, or depression brought on by unpleasant or overwhelming pressures in life.



TIPS FOR GETTING AND STAYING MOTIVATED

SET GOALS:

When you set a goal, you make a decision to act in a way that will help you achieve what you want. Goals give you a direction to focus on – one that's measurable and has an endpoint.

CHOOSE GOALS THAT INTEREST YOU:

You're much more likely to stay motivated if you're working towards something that you genuinely want to do or achieve, rather than what other people want for you.

FIND THINGS THAT INTEREST YOU WITHIN GOALS THAT DON'T:

Sometimes other people set goals or tasks for us that we don't find interesting or want to do. Try and find something within that task that does motivate you.

MAKE YOUR GOAL PUBLIC:

If you tell someone or write down your goal, you've essentially made a promise to keep your word and try achieve it.

PLOT YOUR PROGRESS:

When you're working towards something, it can be really motivating if you can see evidence that you're making progress.

BREAK UP YOUR GOAL:

Start with easier tasks and work your way up to bigger challenges. Breaking up a task in your mind into achievable chunks helps build confidence.

USE REWARDS:

Promise yourself some sort of reward each time you complete a step/task.

DON'T DO IT ALONE:

Other people's encouragement to keep going can be a big boost to your motivation.



Year 11 have considered what will motivate them through the hours of revision they will undertake this year. This may help in your conversations. We have also been discussing the need to tap into their motivations and the need for 'grit'.

There will be times when they feel under pressure and 'stressed' this year, and they need to tap into their motivations and persevere, avoid catastrophising and try to be their most optimistic selves. This feeds resilience.

Students are encouraged to use this (or similar) for a self-care plan- Self care plan. This PPT gives more information about revision and revision timetables which may be pertinent with Year 11 Mocks coming up in January Revision Timetables. We would also recommend this book

if you or your child would like more input on "learning better". 'Ace That Test: A Student's Guide to Learning Better' by Megan Sumeracki, Cynthia Nebel, Caroline Kuepper-Tetzl and Althea Need Kaminske, is an evidence-informed approach to effective revision strategies, and how to avoid less time-efficient strategies. There is an October

sale at Routledge [here](#).

Charity and Giving at BHS

We have held several charitable events this half term. We raised over £1000 for Macmillan Cancer Support in our bake sale. Thank you for all the contributions. We showed our support for World Mental Health Day by wearing a flash of yellow. World Mental Health Day is celebrated every year on 10 October. The day is about coming together to talk about mental health and show everyone that mental health matters. Talking about our mental health can help us cope better with life's ups and downs. On Wednesday 23rd we hope that the school will be "as pink as possible" in support of Breast Cancer Awareness. We hope to have raised some serious funds for this most important cause and one very close to our hearts. After half term begins our annual run up to the Christmas Fair. Non-uniform days and donations will be published and it is always a good fun time in school. Over 50% of students and families attended last year; it is FOBHS biggest fundraising event of the year, please support with donations and attendance.

HOW TO SHOW KINDNESS TO FRIENDS, FAMILY & STRANGERS

SMILE:

A simple smile can go a long way in brightening someone's day. Even if you don't know the person, a smile can convey warmth and friendliness.

OFFER HELP:

If you see someone who looks lost or struggling with something, offer to help them. It could be as simple as offering directions or holding a door open for them.

SHOW APPRECIATION:

If you receive good service from someone you don't know, take a moment to thank them and acknowledge their hard work.

COMPLIMENT SOMEONE:

If you notice something positive about someone, such as their outfit or their work, take the time to give them a genuine compliment.

DONATE TO A CAUSE:

Consider donating to a charity or cause that you care about, as this can help make a positive impact on people you may never meet.

The Winter blues

As the clocks will soon be going back and the winter months are fast approaching, many people find the weather and darkness of winter to be a difficult time of year. Even children can struggle with the changing of the seasons. Children may have difficulty focusing in the classroom or may be acting out more often. It can be difficult to understand why children are acting this way.

Tips to support your child :

- Talk with your child often about how they are feeling.
- Get outside during daylight
- Brighten up your environment
- Eat a healthy, balanced diet
- Exercise
- Maintain a good sleep routine

Please find further information [here](#)

Talking is good for your mental health

Talking about mental health is important but starting a conversation isn't always easy. Whether you'd like to talk to someone about how you're feeling, or check-in with someone you care about, here are some tips that can help.

1. Choose someone you trust to talk to. This might be a friend, family member or a colleague. Or you might be more comfortable talking to someone you don't know, for example, through a support helpline. It can help to do a pros and cons list about talking to someone.

2. Think about the best place to talk. It's important to choose a place where you feel comfortable enough to open-up. You might want to choose somewhere private where you're less likely to be disturbed. You also might want to talk while you do an activity, like walking together.

3. Prepare yourself for their reaction. Hopefully, you will have a good experience when you open-up to someone. But there's a chance that they may not react in the way you hope. This may be for different reasons, like they may be worried or not fully understand at first. If that's the case, try to give them time to process what you've told them. It might help to give them information to read to help them understand. And don't forget to be kind to yourself and practise self-care.

Talking to someone about their mental health



1. Find a good space to talk without distractions

If you're worried about someone, try to find a place where you know you can have a conversation without being distracted. Make sure to give them your full attention. It might help to switch off your phone.

2. Listen and ask questions

Listening can be one of the most valuable ways to be there for someone. Show them that you're actively listening by facing them, making eye contact, and not interrupting. Questions can help you clarify what they mean and also show that you're actively listening. But make sure the questions are relevant to what they're saying, and not changing the subject.

3. Ask how you can help

Ask how you can help or make suggestions, rather than telling them what to do next. They might want support with making a GP appointment, help around the house, or just for you to keep things normal and chat about what's going on in your life.

STIGMA, DISCRIMINATION AND MENTAL HEALTH

Challenging stigma associated with mental health

Everyone has a role to play in creating a mentally healthy community – one that is inclusive, rejects discrimination and supports recovery. Ways to help include:

- Learning the facts about mental illness and sharing them with family, friends, work colleagues and classmates
- Getting to know people with personal experiences of mental illness so you learn to see them for the person they are rather than their illness.
- Not judging, label or discriminate when you meet people with mental illness. Treat all people with respect and dignity.
- Avoiding using language that puts the illness first and the person second. Say 'a person with bipolar disorder' rather than 'that person is bipolar'.
- Saying something when you hear people around you making stereotypical or inaccurate comments about mental illness.
- Sharing your own experience of mental illness (if you have experienced it). This will help dispel myths and encourage others to do the same. Mental illness is not something shameful that needs to be hidden.



SUPPORTING CHILDREN'S MENTAL HEALTH

10 Conversation Starters for Parents

Talking about mental health to children is sometimes hard. To the point that we can put off raising the subject, not wanting to unearth problems or raise overwhelming subjects that we perceive our child is too young or not ready for. But rather than keeping children in the dark, this guide is designed to help you confidently talk about mental health, so they feel comfortable talking about their own worries and end any stigma before it begins.



#WakeUpWednesday

- 1 LISTEN**
This sounds obvious, but it is not something we are always great at. Active listening is where we listen without interrupting or making judgements and shows interest in what is being said. If your child feels listened to in the 'smallest of problems' they will become confident that you will listen when the 'biggest of problems' arise.
- 2 ASK TWICE**
The campaign from time to change is great. <https://www.time-to-change.org.uk/support-ask-twice-campaign>. Be tenacious about your child's wellbeing. Children instinctively know when your questions and support come from a place of wanting to help and care.
- 3 THERE IS NO SUCH THING AS A STUPID QUESTION**
This advice also relates to the first point. If your child can ask you any questions about the smallest of things and you listen and answer without shaming or belittling, then they will have more confidence to ask the biggest of questions.
- 4 BE OPEN AND HONEST**
Children appreciate honesty, particularly if you are having to share information or talk about a difficult subject. For example, you may be talking about death or loss: 'It's very sad that Nana has died' or 'I feel sad that Nana has died'. How you talk about a subject will differ depending on their age and developmental maturity. Talking about death to a younger child for example will be different to that of an older teen, as their experience and understanding of death is different.
- 5 KNOW WHEN TO SEEK HELP**
Assess the severity of the mental health difficulty you are noticing. Is the difficulty making it hard for your child to function regularly throughout everyday life? How frequently is your child affected, how long does it last and how persistent is it? Are they having problems controlling the difficulty? Talk to your child about your concerns and that it is likely they will need further support beyond family and friends.
- 6 TALK ABOUT MENTAL HEALTH NATURALLY**
Speak about mental health as part of everyday life, so that talking about our feelings and those of others is normalised. If the usual 'are you ok?' is not creating an opportunity for dialogue then say something like 'I know when something like that has happened to me I felt like this... is that how you are feeling or are you feeling something else?'
- 7 EMPATHISE**
'It makes sense that you would feel this way, it is understandable'. Children often worry about things that we, as adults, might see as trivial or silly. However, for them at their age and stage it is a big concern and they need our kindness and care when they show their vulnerability and share their worries.
- 8 HELP YOUR CHILD FEEL SAFE**
Teens particularly feel that by talking about their worries or concerns that this will make things worse. Reassure your child that you will discuss a plan of action together and what may or may not need to happen next. If they are a younger child, it is likely you will need to lead the conversation and explain next steps.
- 9 MIND YOUR LANGUAGE**
Be mindful of the language you use at home to describe and talk about mental health. Stigma often arises from misconceptions and a choice of language which is harmful. Using the word 'mental', 'man-up' or other such words in a derogatory way won't encourage your child to talk about their mental health for fear of being belittled.
- 10 IT IS OK TO SAY 'I DON'T KNOW WHAT TO DO NEXT'**
Adults do not have all the answers but often children think they do. It is ok to acknowledge that what your child is experiencing is not something you have come across before or know anything about, but that you will work it out together and seek help together.

Meet our expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health green paper.

Sources of Information and Support

Your GP
Young Minds <https://youngminds.org.uk/>
Young Minds <https://www.nhs.uk/conditions/stress-anxiety-depression/>
<https://www.actionforchildren.org.uk/news-and-blogs/parenting-tips/2016/november/a-simple-guide-to-active-listening-for-parents/>
<https://www.themix.org.uk/mental-health>

www.nationalonlinesafety.com Twitter - @natonlinesafety Facebook - /NationalOnlineSafety
Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 05.02.2020

What Parents & Carers Need to Know about WHATSAPP

With more than two billion active users exchanging texts, photos, videos and documents, as well as making voice and video calls, WhatsApp is the world's most popular messaging service. Its end-to-end encryption only allows messages to be viewed by the sender and any recipients: not even WhatsApp itself can read them. This privacy issue has been in the spotlight recently, as the UK's Online Safety Bill proposes to end such encryption on private messaging; WhatsApp is unwilling to do so and has reportedly considered withdrawing its service in the UK should this legislation go ahead.

WHAT ARE THE RISKS?

EVOLVING SCAMS
WhatsApp's popularity makes it a lucrative hunting ground for scammers. Recent examples include posing as the target's child, requesting a money transfer because of a spurious 'emergency'. Plus a scam where fraudsters trigger a verification message by attempting to log in to your account, then (posing as WhatsApp) call or text to ask you to repeat the code back to them, giving them access.

CONTACT FROM STRANGERS
To start a chat, someone only needs the mobile number of the WhatsApp user that they want to message. If your child has ever given their number out to someone they don't know, that person could then contact them via WhatsApp. It's also possible that your child might be added to a group chat (by one of their friends, for example) containing other people that they don't know.

FAKE NEWS
WhatsApp's connectivity and ease of use allows news to be shared rapidly - whether it's true or not. To combat the spread of misinformation, messages forwarded more than five times on the app now display a 'Forwarded many times' label and a double arrow icon. This makes users aware that the message they've just received is far from an original - and might not be entirely factual either.

VIEW ONCE CONTENT
The facility to send images or messages that can only be viewed once has led to some WhatsApp users sharing inappropriate images or abusive texts, knowing that the recipient can't re-open them later to use as evidence of misconduct. People used to be able to screenshot this 'disappearing' content - but a recently added WhatsApp feature now blocks this, citing increased privacy.

CHAT LOCK
Another new option allows users to store certain messages or chats in a separate 'locked chats' folder, saved behind a passcode, fingerprint or face ID authentication. The risk here is that this function creates the potential for young people to hide conversations and content that they suspect their parents wouldn't approve of (such as age-inappropriate material).

VISIBLE LOCATION
WhatsApp's 'live location' feature lets users share their current whereabouts, which can be helpful for friends meeting up or parents checking that their child's safety on the way home, for example. However, anyone in your child's contacts list or in a mutual group chat can also track their location - potentially letting strangers identify a child's home address or journeys that they make regularly.

Advice for Parents & Carers ...TYPING...

- EMPHASISE CAUTION**
Encourage your child to treat unexpected messages with caution: get them to consider, for example, whether the message sounds like something a friend or relative would really send them. Make sure they know never to share personal details over WhatsApp, and to be wary of clicking on any links in messages. Setting up two-step verification adds a further layer of protection to their WhatsApp account.
- ADJUST THE SETTINGS**
It's wise to change your child's WhatsApp settings (go to 'Privacy', then 'Groups') to specify which of their contacts can add them to group chats without needing approval; you can give permission to 'My contacts' or 'My contacts except...'. Additionally, if your child needs to use 'live location', emphasise that they should enable this function for only as long as they need - and then turn it off.
- THINKING BEFORE SHARING**
Help your child to understand why it's important to stop and think before posting or forwarding something on WhatsApp. It's easy - and all too common - for content to then be shared more widely (even publicly on social media). Encourage your child to consider how an ill-judged message might damage their reputation or upset a friend who sent something to them in confidence.
- CHAT ABOUT PRIVACY**
Some parents like to check in with their child about how they're using WhatsApp, explaining that it will help to keep them safe. If you spot a 'locked chats' folder, you might want to talk about the sort of chats that are in there, who they're with and why your child wants to keep them hidden. Also, if your child has sent any 'view once' content, you could discuss their reasons for using this feature.

Meet Our Expert

Dr Claire Southward is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and conducted research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.

...HEY OSCAR...

NOS National Online Safety #WakeUpWednesday

What Parents & Carers Need to Know about TIKTOK

TIKTOK is a free social media platform that lets users create, share and watch short videos ranging anywhere from 15 seconds to 10 minutes in duration. The app gained notoriety for its viral dances, trends and celebrity cameos and can be a creative, fun platform for teens to enjoy. Now available in 75 languages, it has more than a billion active users worldwide (as of spring 2022) and is most popular with the under-18 age bracket. In fact, a 2022 Ofcom report found TikTok to be the most-used social media platform for posting content, particularly among young people aged 12 to 17.

WHAT ARE THE RISKS?

AGE-INAPPROPRIATE CONTENT
While TikTok's "Following" feed only displays videos from users someone follows, "For You" is a stream of clips based on their previously watched content. Most videos on a child's "For You" feed will therefore be light-hearted and amusing, but it could potentially surface something unsuitable. TikTok's guidelines prohibit the sharing of illegal or inappropriate content, but the sheer volume of uploads mean they aren't manually monitored and vetted.

DANGEROUS CHALLENGES
Due to TikTok's immense popularity, some young people have unfortunately been influenced by videos challenging them to perform harmful, criminal or even deadly acts. One extreme example was the "blackout" trend, which encouraged users to hold their breath until they passed out from a lack of oxygen. It led to two families filing lawsuits against TikTok over the tragic deaths of their children.

CONTACT WITH STRANGERS
With around 1.1 billion users globally, the potential for contact from strangers on TikTok is high - especially as accounts created by over-18s (or teenagers using a false date of birth) are set to public by default. This not only means that someone's profile is visible to everyone else on the app, it also lets their videos be suggested to others and enables anyone to comment on them or download them.

IN-APP SPENDING
TikTok is free, but users have the option to buy TikTok coins, which can be used to purchase emojis in the app. These emojis are then sent as rewards (retaining their monetary value) to other users for videos they've created. Coin bundles range from £9.99 to an eye-watering £99. TikTok's policy is that they can't be bought by under-18s, but it's possible to bypass this with a fake birthdate.

ADDICTIVE NATURE
TikTok can be addictive, especially for young people; compulsive repeated use can interfere with sleep patterns and be a distraction from other activities. The platform recently introduced default usage time limits of 60 and 100 minutes for new members under 18 (in the UK, children with TikTok average 102 minutes per day on the app). But these restrictions can easily be removed in the settings.

TIKTOK NOW
Introduced in late 2022, the "TikTok Now" feature lets users post a daily video or photo at the exact same time as their friends. Users receive a synchronised notification at a random time of day, giving them three minutes to take a video or real-time photo. This addition can not only be a distraction to young people but could lead to them inadvertently sharing private content such as their location.

Advice for Parents & Carers

- ENABLE FAMILY PAIRING**
Family Pairing allows parents to link their TikTok account with their child's and control their settings remotely. Parents can then, for example, turn on Restricted Mode (reducing the chances of a child seeing inappropriate content); set screen time limits; and manage their child's ability to send messages (and to whom). Children can't alter these settings without parental approval.
- MAKE ACCOUNTS PRIVATE**
Although under-18s will have their TikTok account set to private by default, bypassing this setting is relatively easy. However, parents have the ability to manually set their child's account to private - meaning that their videos won't be visible to strangers and they won't be able to exchange messages with people who aren't on their friends list.
- LIMIT IN-APP SPENDING**
If your child is using an iPhone or Android device to access TikTok, you can alter the settings to prevent them from making in-app purchases. We'd recommend that you enable this feature, as it's quite easy for a young person - without realising what they're doing - to spend a significant amount of real money buying coins so they can unlock more features of the app.
- DISCUSS THE DANGERS**
If your child wants to use TikTok and you're happy for them to do so, it's crucial to talk about the potential risks in this type of app. For example, ensure they understand not to share any identifying personal information - and that they realise they could be exposed to inappropriate content. Thinking critically about what they see on TikTok can help children become generally more social media savvy.
- READ THE SIGNS**
If you're concerned that your child might be spending too much time on TikTok, or that they've been emotionally affected by something inappropriate or upsetting that they've seen, it's important to know how to spot the possible signs. Increased irritability and a lack of concentration are potential red flags, as are failing to complete homework or regularly not eating meals.

Meet Our Expert

Carly Page is an experienced technology journalist with a track record of more than 10 years in the industry. Previously the editor of tech tabloid The Inquirer, Carly is now a freelance technology journalist, editor and consultant.

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10 Top Tips for Parents and Educators ENCOURAGING HEALTHY FRIENDSHIPS

Navigating the complexities of childhood and adolescent friendships can be challenging - but with the right guidance, children and young people can cultivate meaningful, supportive relationships, some of which may last for many years. These top tips provide a comprehensive approach to fostering healthy friendships among children and young people. It's important to remember, however, that each child is different, and will require an individual approach to relationship support.

- 1 GRANT FRIENDSHIP OPPORTUNITIES**
Encouraging children and young people to join extracurricular activities can foster healthy friendships by providing shared interests and common ground. Engaging in these pastimes offers a platform for interaction, sometimes alleviating the social pressure of knowing what to say, and helps children develop meaningful connections.
- 2 LEAD BY EXAMPLE**
The children and young people in our lives see how we behave, the connections that we've made and the interactions between us and others. When we model healthy friendships, we set an example and help youngsters to understand what healthy friendships looks like and how to navigate them.
- 3 HELP THEM LOVE THEMSELVES**
Healthy friendships aren't just about dynamics with other people. They're about our relationship with ourselves. For overall wellbeing, it's important for a child to have the space to build their self-esteem and a positive self-image, as these factors can have a notable influence on the friendships they form throughout life.
- 4 MONITOR SCREEN TIME**
Too much screen time can affect some children's wellbeing in general, but it can specifically impact friendships if it results in fewer positive social interactions. In some cases, reducing screen time and encouraging children and young people to find ways to interact face-to-face can have positive results. It's also important to remember that young people can make positive friendships online, but they will require support to do this safely.
- 5 TEACH PROBLEM-SOLVING**
Inevitably, friendships can run into problems. However, this is also an opportunity to support children and young people to work through any difficulties that may arise. It can be tempting to intervene and try to fix these issues for them, but helping them consider ways of resolving conflict or managing difficult situations for themselves can help them create stronger friendships.
- 6 EMPOWER THE CHILD**
When we give children and young people the confidence to choose their friends, navigate interpersonal boundaries and consider how they want to interact with the different people around them, we empower them to take control of the friendships they have. When young people feel in control of these things, they're more likely to make positive choices and remain aware of the signs of a negative relationship.
- 7 TEACH EMPATHY**
'Healthy friendships' doesn't always mean 'perfect'. Sometimes, disagreements can happen. When we teach children and young people to have empathy, we help them to see both sides of a relationship; to be mindful of the challenges a friend might be facing or whatever else might be going on. This can help children and young people to build stronger friendships.
- 8 BE OPEN TO QUESTIONS**
Talking to young people about their friendships, who they spend time with and who they interact with can open the door to questions if they have concerns. Initially, these queries may be straightforward, but if we are receptive to discussion from the outset, young people are more likely to come to us for help when they are older as well.
- 9 UNDERSTAND BOUNDARIES**
One of the keys to a healthy friendship is honouring boundaries. This can include anything from respecting personal space and belongings to acceptable language and behaviour. Understanding the importance of setting these limits and upholding those set by others can help children stay safe. If young people figure out their boundaries and feel comfortable enforcing them, they're more likely to call someone out if they go too far.
- 10 SPOT THE SIGNS**
We can't always supervise young people; sometimes, we need to step back and give them some space. However, it's important to consider any indicators that they may be struggling in their friendships. Are they becoming increasingly irritable? Does their behaviour alter when they're with their friends? Are they becoming withdrawn or reluctant to take part in certain activities? These could all be signs that they're finding things difficult, and we should remain alert to such changes.

Meet Our Expert

Becky Dawson is an experienced educator who has worked in primary and secondary schools for 20 years. She is a facilitator, consultant and coach working with young people and the adults who work with them, with a focus on developing understanding and skills around mental health, wellbeing and safeguarding.

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