

Facts & Stats

Wellbeing Excelling award achieved in June 2024

Smilers wellbeing week launched June 2024

ELSA sessions to begin September 2024

1 in 6 children experience mental health issues in the UK

420,000 children are treated for mental health issues every month



Welcome

I have officially finished my ELSA qualification....Phew! Sessions will begin in September. If you are interested you can find some information on the school website under ELSA. If there is anything you would like to see added or if you have any queries, please let me know. Due to the nature of sessions it is likely that there will be a waiting list for sessions, parents will be communicated with if children are candidates for support. If you feel your child would benefit from support you can raise this with the class teacher in the first instance, or myself.

Thankyou for your kind words and congratulations as well as all the responses for the questionnaires. Innovating minds commended Curzon on our 'superb achievement' and felt it was an 'outstanding recognition' of the work we do with our children.

Best wishes for the summer



Mrs Stevens

Nurture

We are very excited to move to a dedicated ELSA/Nurture/Intervention space in September. This will be located in the old year 2 classroom. This will enable us to make the most of sessions using an interactive white board, displays to show off our lovely work and proper storage for our lovely resources. We hope to expand our resources as the year progresses and may look at some fundraising to facilitate this. We have big hopes and dreams for this space. There will be an opportunity to name this new space!

Term	Topic
Autumn 1	Emotions and Feelings
Autumn 2	Confidence and Self-Esteem
Spring 1	Growth Mindset
Spring 2	Social Skills and Friendships
Summer 1	Mindfulness
Summer 2	Transitions

I can't wait to see what a new year of nurture brings.

We will be looking at resilience in children and how we as adults can support this.

Resilience

There are many different definitions of resilience used in research and practice. Some people think of resilience as:

- Bouncing Back, Bouncing Up or Bouncing Forward
- Doing better than you'd think given the circumstances
- Beating the odds

Put simply resilience is the ability to cope with adversity.

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow with Thomas 2007						
	BASICS	BELONGING	LEARNING	COPING	CORE SELF	
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong Help child/YP understand their place in the world	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope	
	Enough money to live	Tap into good influences	Engage mentors for children/YP	Being brave	Support the child/YP to understand other people's feelings	
	Being safe	Keep relationships going		Solving problems		
	Access & transport	The more healthy relationships the better		Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know themselves
		Take what you can from relationships where there is some hope			Fostering their interests	
	Healthy diet	Get together people the child/YP can count on	Help the child/YP to organise themselves	Calming down & self-soothing	Help the child/YP take responsibility for themselves	
	Exercise and fresh air	Responsibilities & obligations				
		Enough sleep Play & leisure	Focus on good times and places	Highlight achievements	Remember tomorrow is another day	Foster their talents
	Make sense of where child/YP has come from		Lean on others when necessary			
	Being free from prejudice & discrimination	Predict a good experience of someone or something new	Develop life skills	Have a laugh	There are tried and tested treatments for specific problems, use them	
Make friends and mix with other children/YPs						
NOBLE TRUTHS						
	ACCEPTING	CONSERVING	COMMITMENT	ENLISTING		

Looking at the above five areas helps to guide us as to areas where a child may need extra support to increase their resilience. Ways in which a child can be supported are:

- Build their skills in planning, monitoring and executing goals.
- Exercise. Exercise strengthens and reorganizes the brain to make it more resilient to stress.
- Nurture optimism. Optimism has been found to be one of the key characteristics of resilient people.
- Model resiliency. Imitation is such a powerful way to learn.
- Support your child but try not to solve every minor problem or disappointment.
- Avoid predicting and preventing problems for your child.
- Help your child to identify and manage strong emotions.
- Encourage your child to have another go when things don't work out the first time.
- Build your child's self-compassion.
- Make it a habit to recognise and acknowledge when things are going well.

