

Mindfulness Monthly



Issue 20: July 2025

Welcome to the July edition of 'Mindfulness Monthly'. It is hard to believe that this is the final month of the academic year – it really has flown by this year! This month we will look specifically at how to support your child at home, whilst also learning about the students' views of our mental health support.

Mental health support leaflets

We have recently produced a series of parent and carer information leaflets about a range of mental health and well-being related topics. The idea behind the leaflets is that they may offer guidance if you are navigating more challenging issues relating to your child at home. A range of different issues have been covered in the leaflets and these are listed below;

1. Supporting your young person at home
2. Mental health support that we offer in school
3. Supporting students who are at risk of emotionally based school non-attendance
4. Guidance if you are worried that your young person may have an eating disorder
5. Guidance if you are worried that your young person may be self-harming
6. Guidance if your young person appears withdrawn or worried
7. Dealing with exam stress
8. Supporting students who identify as LGBTQIA+
9. Supporting students who are dealing with a bereavement
10. Online behaviour and its impact on mental health
11. Supporting parents and carers with their own mental health

If you would like a printed copy, please either email Mr Todd or come into Reception where printed copies will be available. Additionally, if there is an area that you think would be support with in the form of a leaflet, please do email Mr Todd.

Mental Health Support



Information about the support that we offer at Thamesmead

Self-care over the summer holidays

The summer holidays can sometimes magnify underlying stress or mental health concerns in young people as they lose the formal structure of their school day for a long period of time. As a result, it is important for parents and carers to be mindful of changes in behaviour that may indicate that their child is struggling. There are several signs to look out for, including; changes in sleep patterns, withdrawal from activities or social interactions, irritability, sudden changes in appetite, or increased feelings of sadness or worry. If these signs persist, it may be helpful to seek guidance from one of the services listed below, or you can of course contact school and a member of staff will come back to you at the start of the new term.

- **Mindworks** (a 24/7 mental health crisis line is available on (0800) 915 4644
- **Kooth.com** is a free, anonymous and confidential online wellbeing service for young people aged 11-18.
- **Childline** is a free, confidential service for young people. The phone service (0800) 1111 operates between 9am and midnight.
- **YoungMinds** is a UK-based charity fighting for young people's mental health

Additionally, parenting through the holidays can also be stressful, and your well-being is just as important as your teen's. Taking care of yourself sets a good example for your teen and helps you better support them. Make time for activities that recharge you, whether it's reading, exercising, or having quiet moments to reflect. Don't forget to ask for help when needed and share responsibilities with others in the family.

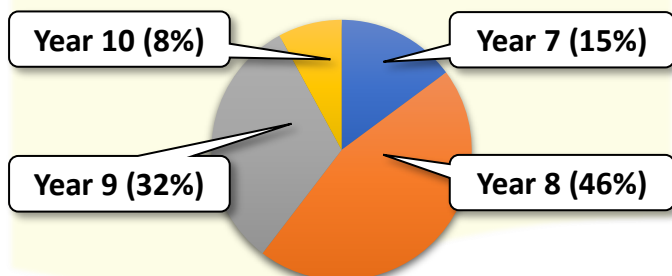
Feedback from our student survey



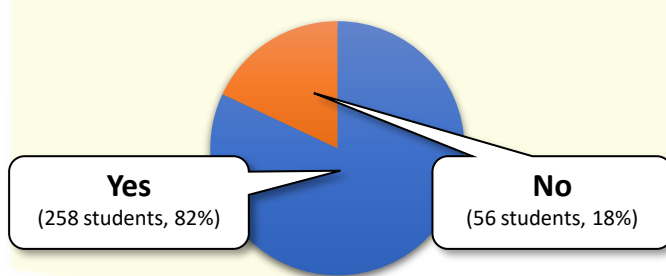
As part of our celebration of Mental Health Awareness Week, students were invited to take part in a survey about the mental health support we offer them in school.

The results from the survey will be used to help us plan our provision for next year. Given that the results from the survey are based on potentially your child's responses, we thought it would be useful to share the results.

In total, 314 students from Years 7-10 completed the survey (Year 11 had started their GCSE exams)



We also asked the students 'Do you have a trusted adult that you can talk to?'

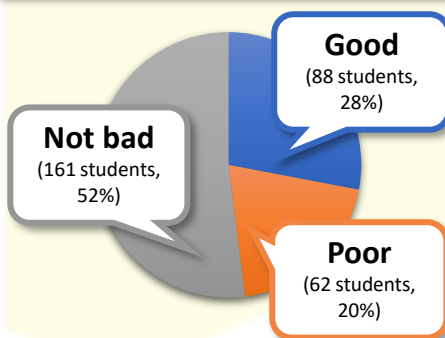


How comfortable are you talking about your mental health?



12% of students feel very comfortable, 23% are quite comfortable, 21% are quite uncomfortable and 9% are very uncomfortable
107 students, 34% were neutral

How would you describe Thamesmead's support for your mental health?



What activities do you do that make you feel calm and relaxed?

22% answered 'sports' (including swimming), 20% said 'hanging out with friends', 19% said 'playing computer or video games', 16% of students stated 'football', 9% said 'listening to music', 7% answered 'drawing', and 5% said 'reading'. Other answers were given, but these were the most common given by the students

On a scale of one to ten (with 10 being brilliant and 1 being poor), how would you rate your mental health?

1 student rated themselves as a '0'
6 students (2% of the survey) rated themselves '1'
5 students (2%) gave themselves a '2'
10 students (3%) scored their mental health a '3'
22 students (7%) scored themselves a rating of '4'
34 students (11%) scored themselves a '5'

31 students (10%) scored themselves a '6'
56 students (18%) scored themselves as a '7'
56 students (18%) scored themselves as an '8'
45 students (14%) scored themselves as '9'
40 students (13%) scored themselves as '10'

8 students (3%) didn't answer this question or scored themselves differently

What Thamesmead could do better to support mental health?

When asked what Thamesmead could do better to support mental health, student suggestions included 'issue less home learning', 'not having as many detentions', 'extending lunchtimes', 'conduct surveys more regularly', 'issue more rewards', 'give us more people to talk to if we need help' and 'having more Quiet Rooms'. We will of course try to incorporate this feedback into our planning for next year.

Acting on the feedback:

Having analysed the survey, there are a number of actions that we will implement in school in order to support the students. Some of these actions include;

1. We have liaised with the Pastoral Teams within school to flag the names of students who do not feel that they have a trusted adult to talk to (so that tutors can reach out to the students in their tutor groups)
2. We have shared the statistics about the number of students who do not feel that they have a trusted adult to talk to with parents and carers.
3. We have set up a self-referral system for students to request some mental health or well-being support.
4. We will implement half-termly well-being surveys in the next academic year.

Infographic of the month

This month's infographic of the month can be seen below;



SUMMER MENTAL HEALTH TIPS



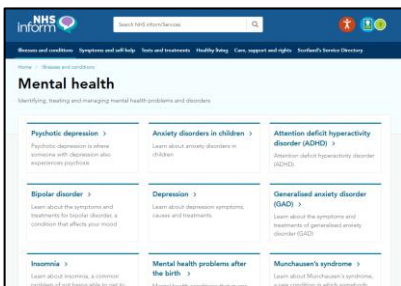
ROUTINE - Create structure through some consistency
Kids thrive on routine. The key is consistency. For example, keep the same wake up and bed times every day, schedule a video call every week with family members, or coordinate a playdate with their friends each week. Weekly things to look forward to, can get kids through less structured days.

ACTIVITIES - Quality family time can be simple
Many parents and caregivers can't get time off during the summer, however, children don't need a parent with a month off to have quality family time. Doing everyday things together, such as cooking or a family movie night, can make a difference to kids.



www.georgehullcentre.ca

Website recommendation of the month



NHS Inform

(<https://www.nhsinform.scot/illnesses-and-conditions/mental-health>)

The NHS Inform website is essentially a library of information relating to a number of mental health and well-being issues. By clicking the hyperlink above (or the linked image opposite) you will find the main directory. From here, you can find out more information about a range of topics such as; anxiety, insomnia, phobias, obsessive compulsive disorder and many more...

Thamesmead staff profiles

As with previous editions, every month we learn more about some of our colleagues in school. This month we'll learn more about the amazing Miss Gooderham;

What is your role at Thamesmead?

I am a Year 7 form tutor and a teacher of Art, Food and Nutrition, and Design Technology.

How long have you worked at Thamesmead?

This is my second year at Thamesmead!

Have you had other careers prior to working at Thamesmead?

A few! I worked in WHSmith part time when I was doing my A-Levels, and then at Co-op during COVID. I had always been interested in mental health and used to dream of being an art therapist, so once the restrictions eased, I got a job as a Social Support Worker at a care home for adults with Schizophrenia. This was a huge learning experience for me, and it taught me a lot of resilience. It also made me realise that I wanted to work with children and support them earlier on in their lives, so I found a job as a teaching assistant at a school for children with autism. This job had a lot of rewards and challenges, but it also taught me so much, and inspired me to become a teacher myself.

What do you do to support with your own mental health?

Whilst I was at university, I attended weekly talking therapy sessions to talk through how I was feeling and how I was struggling with anxiety and depression. This gave me a lot of insight into my own mental health, the unhelpful coping mechanisms I had developed, and what I could do to cope and manage my emotions in a more helpful, healthy way. I gradually reduced these sessions and eventually stopped after COVID, when I felt a lot more settled and felt that I had got everything out of it that I was going to. Last year I was struggling with heightened anxiety, so I was given a course of CBT through my GP. CBT is designed to help you with specific worries rather than generalised anxiety, so this was helpful in teaching me more coping mechanisms that I could use when I felt anxious. One of the most helpful things I came away from it with was the idea of having a monthly mental health check-in with myself - I have a reminder set on my phone, and when it goes off I take the time to reflect on how I have been feeling that month, and if there has been anything I have been struggling with. I think it's good to take that time to focus inwards and reflect. On a daily basis I think the main thing I do to support my mental health is to try to listen to my body - if I feel like rubbish, I take it as a sign that I need to go easy on myself, do something to cheer myself up, and slow down.



Miss Gooderham

Parent and carer survey

As part of our review process regarding mental health and well-being support at Thamesmead, we would also like to gather some feedback from you as well. With this in mind, please could we trouble you to spend a couple of minutes completing our parent and carer survey (this can be accessed by either scanning the QR code opposite or by click on the link below). Any feedback would be much appreciated as it provides useful information to guide our planning for next year.

<https://forms.office.com/Pages/ResponsePage.aspx?id=RF27HurRRkOcwa-UXm33DzsSKEBqqYBGlebgqL-J2hhUQThMNDIFS0FGROFHnzZFOQ1ZVDAzMDJSVY4u>

Mental Health and Well-Being
Survey for Parents and Carers
(July 2025)



Well-Being Quote:

"Just because you feel afraid doesn't mean you can't do it"

Lemony Snicket

Jump Back Up July 2025



MONDAY



1 Take a small step to help overcome a problem or worry

TUESDAY

2 Adopt a growth mindset. Change "I can't" into "I can't...yet"

WEDNESDAY

3 Be willing to ask for help when you need it

THURSDAY

4 Find something to look forward to today

FRIDAY

5 Get the basics right: eat well, exercise and go to bed on time

SATURDAY

6 Pause, breathe and feel your feet firmly on the ground

SUNDAY

7 Shift your mood by doing something you really enjoy

9 Put a problem in perspective by seeing the bigger picture

10 Reach out to someone you trust and share your feelings with them

11 Look for something positive in a difficult situation

12 Write your worries down and save them for a specific 'worry time'

13 Challenge negative thoughts. Find an alternative interpretation

14 Get outside and move to help clear your head

16 Find fun ways to distract yourself from unhelpful thoughts

17 Use one of your strengths to overcome a challenge today

18 Let go of the small stuff and focus on the things that matter

19 If you can't change it, change the way you think about it

20 When things go wrong, pause and be kind to yourself

21 Identify what helped you get through a tough time in your life

23 Remember that all feelings and situations pass in time

24 Choose to see something good about what has gone wrong

25 Notice when you are feeling judgmental and be kind instead

26 Catch yourself over-reacting and take a deep breath

27 Write down 3 things you're grateful for (even if today was hard)

28 Think about what you can learn from a recent problem

30 Reach out to a friend, family member or colleague for support

31 Remember we all struggle at times - it's part of being human



ACTION FOR HAPPINESS

Happier · Kinder · Together