

# SCHOOL COUNCIL NEWSLETTER – 18.02.22.

## SPRING TERM ONE Children's Mental Health Week.



Our school council work this half-term has been linked into children's mental health week. To fit into this we delivered a school council act of collective worship last week to all the infant and junior classes. Our focus was on seeing how the children felt about talking about their worries in school and what we could do to make it easier for them to do this. This is what we found out:

### **1. What would you do if you had a worry that you wanted to talk about in school?**

- Tell a grown up - headteacher, teacher, member of staff or parent/carer (Y6, Y5, Y3, Y2, Y1).
- Tell a friend (Y6, Y5, Y4, Y2, Y3).
- Use the worry box (Y6, Y5).
- Talk to the Ethos Committee (Y6).
- Talk to the School Council (Y5).
- Try to work it out yourself (Y3).
- Try not to think about it (Y4, Y1).

### **2. What things would help you to talk about a worry?**

- A worry box (Y3, Y2, Y1).
- A private worry book in class (Y6).
- Putting a worry note on the class teacher's desk (Y6).
- Having a counsellor to speak to about worries (Y6).
- Having a worry box on Google Classroom (Y6).
- Having somewhere to write a worry down (Y5).
- Having the courage and confidence to talk about it (Y5, Y3).
- Having a quiet private space to talk about it (Y5, Y4).
- Being able to talk to a trustworthy person (Y5, Y4).
- Being able to talk to someone with experience (Y4).
- Understanding what it is you are worried about (Y3).

### **3. What things might make talking about a worry more difficult?**

- If you are shy (Y6).
- It could escalate into something worse (Y6).
- It could lead to problems with friends (Y6).
- It could affect other people's feelings (Y5, Y4).
- Being judged (Y5, Y4).
- Nerves and being scared (Y5, Y3).
- You don't want the attention of others (Y5).
- Confidentiality (Y5).
- Somebody might try and help but actually make things worse (Y4).
- Other people might find out and make fun of your worry (Y4, Y3).
- Being embarrassed (Y3).
- Somebody being unkind and not listening to your worry (Y2).

### **4. What could we do to make these things better?**

- Have a locked worry box in class (Y6).
- Have a buddy bench (Y6).

- Look at how to deal with worries in PSHE (Y5).
- Have a support dog in school (Y5).
- Have time to talk to teacher's first thing in the morning about worries (Y5).
- Make people feel confident about talking about their worries (Y5, Y3).
- Reminding people about how to use the worry box (Y4, Y3).
- Have time in the school day to talk about worries (Y4, Y2).
- Have a trained teacher to talk to (Y3).
- Having a diary to write about worries (Y3).

It is really good to see from the survey to see that the children feel they have lots of ideas about what to do if they have a worry. We talked to the school leadership team and some of the school governors about what we felt would help most to make things even better.

We decided that each class should have its own locked worry box for the children to use. That way we hope to make it even easier for every child to share a worry with their teacher. The teacher can then find a quiet time to talk to the child about their worry. We also decided that we should have a buddy bench in each playground so that children can help support each other if they are feeling lonely and do not have anyone to talk to whilst they are outside.

The Y6 spring term school counsellors,

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