



Blean Primary School Emotional Wellbeing and Mental Health Strategy

To read in conjunction with School Improvement Plan: Personal Development section

Outcomes to achieve	Steps needed	How measure success?
<p>Promote staff emotional wellbeing and mental health</p>	<p>Create a Wellbeing policy SLT updates to develop our wellbeing offer Staff Learning and TA meetings to discuss wellbeing and mental health Governors’ involvement – Chair and representative</p> <p>Promote and support staff wellbeing:</p> <ul style="list-style-type: none"> • Similar to the pupil approach, offer a tiered approach to supporting staff – Supervision, Coaching, Counselling and signposting to outside agencies • Training and INSET days focus on wellbeing and team building so staff ‘belong’ 	<p>Wellbeing offer shared with all staff</p> <p>Staff have strategies they can use to look after their own wellbeing</p>
<p>Prioritise professional learning and staff development on emotional wellbeing and mental health</p>	<p>Staff have training and the skills to support mental health and wellbeing in pupils:</p> <ul style="list-style-type: none"> • Training on neurodiversity for staff • Wellbeing sessions – INSET day • Supervision training • 2 AHTs complete coaching qualification • HT completes counselling skills L3 • DHT complete ‘SMHL training’ • Research projects in school support MHWB • Forms part of the school plan • Safeguarding updates and training focus on wellbeing and mental health • Learn about trauma informed approaches 	<p>Staff are familiar with evidence-based approaches for supporting their own and pupils’ mental health and wellbeing, within the whole school context, e.g. universal approaches, such as ‘JIGSAW and Zones of Regulation’, attachment and trauma-informed practices, neurodiversity approaches.</p> <p>There is increased awareness by ensuring support for staff is identified clearly and signposted.</p>

	<p>Assess staff development needs.</p> <ul style="list-style-type: none"> Professional learning/staff development through implementation of new PSHE scheme of work: JIGSAW to support pupils – a mindful approach. Supervision training for whole staff led by DHT and Early Years lead Coaching training for DHT and 2 AHTs 	<p>Training meets an identified need - using findings from staff survey to identify these, which, in turn inform policy and school development priorities. SMHL forms a training plan.</p>
<p>Understanding of the different types of emotional and mental health needs across the school with systems in place to respond appropriately</p>	<p>Establish the schools' Wellbeing Team with new additions, including:</p> <p>Headteacher: L2 counselling skills, Adult mental Health First Aid, DSL</p> <p>Deputy head / SMHL: certified Advanced Education Coach, Supervisor, DDSL</p> <p>AHT: Wellbeing Co-ordinator, Practitioner of 'The coach Approach' DDSL</p>	<p>This is a highly skilled and dedicated team that will ensure the following roles are carried out effectively:</p> <ul style="list-style-type: none"> Create an effective policy for Mental Health and Wellbeing Identify mental health and well-being issues in pupil or staff groups Coordinate and organise mental health support Flow chart of support to ensure the support is tailored and meets the needs of the individuals Reporting information to Governors Delivering training Supporting staff Supporting pupils, and their parents Develop a network of outside support if the school cannot meet the needs of the individual in school
	<p>AHT: SENCO, Youth Mental First Aid, DDSL, Practitioner of 'The coach Approach'</p> <p>Pupil Parent Mentor: Attendance, first-day calling, ELSA, Wellbeing change team</p> <p>HLTA: Wellbeing change team - staff voice</p> <p>PSHE/RSE curriculum lead: Leading Jigsaw</p> <p>School Council lead: pupil voice</p> <p>Governor: Behaviour & wellbeing – Parent</p> <p>Admin assistant: Draw and Talk therapist</p> <p>HLTA team: learning coaches to support individual pupils</p> <p>School flow chart poster to be made and displayed in key areas in school so all stakeholders and visitors are aware of the roles and accountability of the Wellbeing Team.</p>	<p>This skilled team will be able to approach support through a tiered approach to ensure there is a graduated approach in action.</p> <p>The above roles/strategies will enable the profile to be raised and demonstrate our commitment to the mental health and wellbeing provision.</p>

	<p>To create a triage system to ensure that pupils and staff are accessing the correct support at the correct time and ensure that the team are aware of local services outside of school.</p> <p>To ensure the SMHL, Wellbeing team and Inclusion lead meet regularly to discuss pupils presenting with SEMH have the support or access to support required.</p> <p>Teachers to follow the tiered approach to identify and help support pupils in need of mental health or wellbeing intervention and know who to refer them to.</p> <p>Wellbeing team to have a list of specialist support services to direct pupils and staff to, if school targeted approaches are not working.</p>	<p>Those experiencing poor mental health get the support they need to be able to engage in all aspects of school life.</p> <p>The graduated approach of assess, plan, do, review is used and reviewed regularly to assess the effectiveness of the support and make changes where necessary. An awareness of the local offer will ensure that the wellbeing team understands the interventions that take place outside of school and what is available from the health services in our area.</p> <p>All staff are aware of the signs of mental health and wellbeing.</p> <p>Teachers are confident in using the triage system and are aware on how to respond to children's needs appropriately and accurately.</p> <p>Wellbeing team, SMHL and policies have a robust system in place to ensure that the system is supportive and confidential.</p>
<p>Supporting pupil emotional wellbeing and mental health</p>	<p>Worry boxes refreshed and installed in all classes to ensure all voices are heard.</p> <p>Worry monsters to be provided for pupils who find it hard to communicate their thoughts and worries.</p> <p>ELSA/Coaching/Draw and Talk therapies to be used to support pupils with being heard and talking through their thoughts</p>	<p>All pupils have a voice – even pupils who are reluctant to speak have strategies to use to share their feelings</p> <p>Pupils views and thoughts are valued and time is taken to act upon or listen to views of all</p> <p>Fewer mental health and wellbeing issues occur as support systems in place are effective</p>

	<p>Use of PASS (Pupils Attitude to Self and School) assessments to enable pupil voice and to support targeted action moving forward</p> <p>Use of the Buddy system in Year 5 to support the wellbeing of younger pupils – consider a model of the whole school where peer-to-peer support is a strategy used to support positive wellbeing</p> <p>Ambassadors and School council act as a voice for pupils in school with a focus to wellbeing</p>	<p>Pupil voice forms whole school plans moving forward.</p> <p>Establish 'Wellbeing Champions'</p>
<p>Actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health</p>	<p>Review and develop the school's mental health and wellbeing policy.</p> <p>Regular updates/information shared on newsletter and school website – Wellbeing tab PSHE lead to monitor implementation of 'Jigsaw PSHE' Involvement of pupils – School Council, introduce 'Wellbeing Champions' Parents: Tea and Topics – in Term 4 Whole school community involvement in: Blean Wellbeing Day – 17th May 2023 tbc World Wellbeing Week – 6th June 2023 Mental Health Day – 10th October 2023</p>	<p>The policy will demonstrate that at Blean Primary School we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors. The policy is a guide to all staff – including non-teaching and governors – outlining Blean's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies.</p> <p>Our open culture allows students' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.</p> <p>Parents are supported and able to access available provisions.</p>

Work in partnerships with other schools, agencies and available specialist services to support emotional wellbeing and mental health.	Create a bank of resources and contacts to signpost staff, pupils and parents to. Include mental health/wellbeing information on school newsletter.	Case studies completed to monitor the impact of support/interventions and to refine practice moving forward. All stakeholders informed and updated regularly.
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