

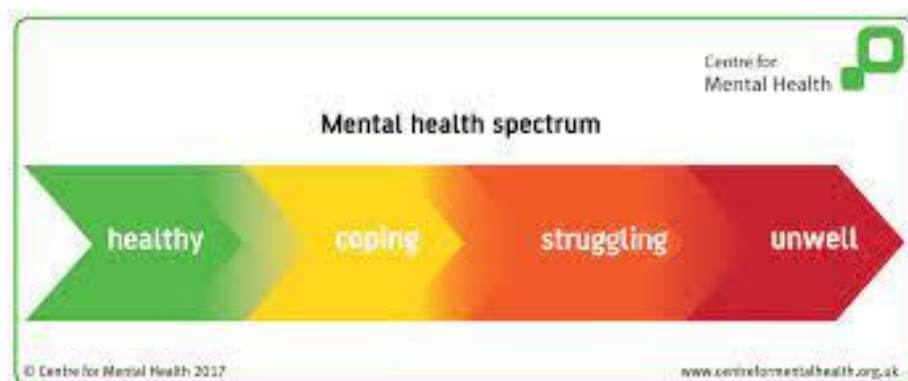
## **Hugglescote Community Primary School's Mental Health and Wellbeing Strategy.**

Please read this strategy in conjunction with our Mental Health and Wellbeing Policy. This strategy is our guide to 'how' we support children and adults with their own mental health and wellbeing along with detailing 'what' practice we implement.

### **What is Mental Health?**

***Mental Health is a state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community.***

***(World Health Organisation)***



Mental Health affects all aspects of life and behaviour. Like physical health, mental health is something we all have. It can range across a spectrum (see image above) from healthy to unwell, fluctuating on a daily basis and/ or changing over time.

### **How we promote positive wellbeing.**

- ✚ Encourage our whole community to talk and be open about their feelings.
- ✚ Recognise key dates and events where we designate learning time to wellbeing.
- ✚ Embed learning across the school through our PSHE/RSE and wider curriculum.
- ✚ Provide guidance and support to those in need through listening, support, signposting and working with other agencies.
- ✚ Having named, qualified Mental Health first aiders for children and adults.
- ✚ Having designated pastoral, family support worker and ELSA staff.
- ✚ Encourage the children to emotionally 'check in' in classrooms.
- ✚ We use the Zones of Regulation throughout the school which helps the children to recognise their feelings and what they can do to be on the 'green zone' and ready to learn.
- ✚ We use the 5 ways to wellbeing to teach children and adults about how to look after their own mental health and wellbeing.
- ✚ We run the daily mile.
- ✚ Have a strong ethos and values through the Hugglescote Way.
- ✚ Have a CPD (Continuing Professional Development) programme for staff.

### **How we provide support.**

- ✚ Provide regular updates and useful resources on Weduc and our website.
- ✚ All staff have a responsibility to log any concerns regarding a child or their family onto our CPOMs system.
- ✚ Staff also have a responsibility to 'watch out for each other'. Any concerns are reported to the Head teacher or named Mental Health First Aiders.
- ✚ Pastoral leader assesses the risks and a half-termly meeting takes place where children's needs, their progress and future need are discussed (team around the child meetings).
- ✚ We work with parents/carers closely where there is a concern and help to signpost then to relevant agencies as required.
- ✚ We work with external agencies.
- ✚ We provide opportunities for parents to work alongside their children if this is felt to be beneficial.
- ✚ Emotional wellbeing forms part of the termly pupil progress meetings with teachers and SL T

- Log this concern onto CPOMs.
- Involve parents/carers.
- If there is imminent danger, our usual safeguarding procedures will be followed.

If the concern is regarding a member of staff our school procedures are to:

- Speak to the Mental Health lead (Deputy Headteacher) or
- Speak to the Headteacher

### **How we decide which children may need additional support.**

Information is gathered on the child to get the 'bigger picture' of their need. This information can come from evidence within school and/or from information from home. Parents and carers who have significant concerns regarding their children's mental health/ wellbeing are encouraged to take their child to the GP or to call the Mental Health Central Access Point on 0808 800 3302 (as educators we cannot diagnose a potential mental health condition).

Examples of information we look at may be:

- Behaviour concerns
- Lack of academic progress
- Friendship difficulties
- The child shows signs of anxiety or appears to place a lot of worries in the worry box/ worry monster
- Attendance is poor
- Parent/carer information/worries about their child

We have devised a simple check list which we use as well as looking at the risk and protective factors around the child.

Examples of risk and protective factors:

<b>Risk factors</b>	<b>Protective factors</b>
<ul style="list-style-type: none"> <li>○ The child had SEND</li> <li>○ Communication difficulties</li> <li>○ Low self-esteem</li> <li>○ Family bereavement</li> <li>○ Family event</li> <li>○ Friendship difficulties including being a victim or perpetrator of bullying behaviour</li> <li>○ Often uncompliant behaviour at school or at home</li> <li>○ Poor attendance.</li> </ul>	<ul style="list-style-type: none"> <li>○ Supportive family life</li> <li>○ Good friendships</li> <li>○ Member of clubs etc</li> <li>○ Has a positive attitude</li> <li>○ Security/ feels safe at school and at home</li> <li>○ Feels they can succeed in life.</li> </ul>

### **Check List**

<b>Score Indicator</b>	<b>0</b>	<b>1</b>	<b>2</b>
Happiness	Often looks glum, worried, little zest for life	Smiles and can appear happy at times.	Readily smiles and talks about makes then happy
Friendship	Sits alone, plays alone most of the time	Has a few friends and chats to them Does not like talking to others who are not in this group	Has good friendships and can talk to peers readily.
Confidence	Very little, avoids eye contact	Will talk in a group situation May have avoidance body language (looks away, shrugs shoulders)	Happy to talk in front of an audience. Body language is strong
Appearance	Often looks untidy	Generally good	Takes pride in how they look/ dress
Talking with adults	Barely engages	Will talk when prompted	Talks readily to adults
Attendance effort	Persistent absentee Often late	Attendance rate 90-95% Sometimes late	Attendance 96%+ Rarely late
Effort	Little/ no effort in lessons	Little/average effort in lessons	Good effort across all subjects

Any pupil scoring lower than 9 will be identified as someone who needs a wellbeing check.

Once a child has been identified for needing pastoral 1:1 support we will:

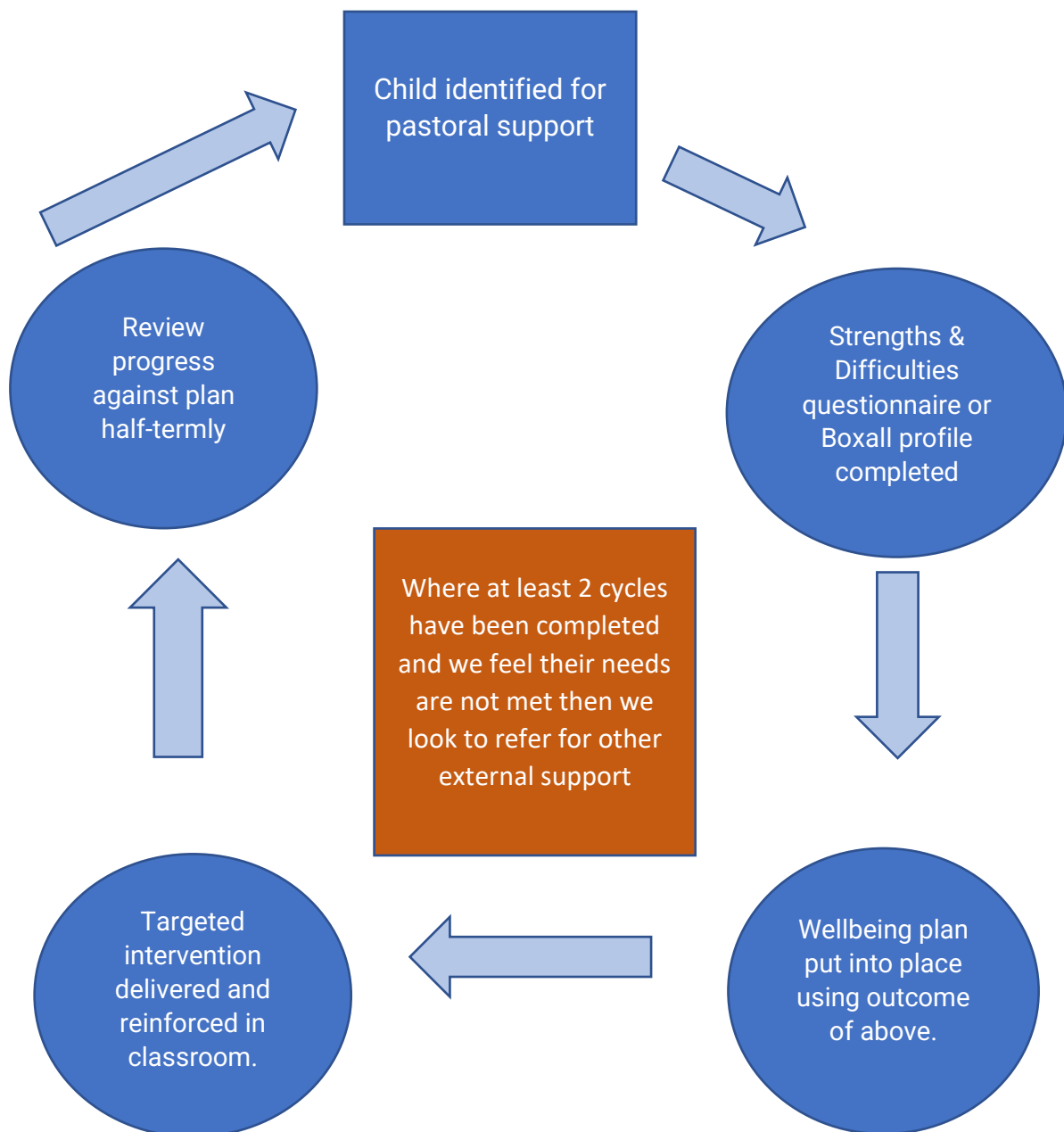
- Contact their parents/carers
- Adopt our graduated response which simply means we identify their need, plan interventions, access their impact and review in a cycle. Please see the diagram on the next page for more information.

#### **Examples of Interventions:**

- 1:1 programmes e.g. bereavement programme, improving self esteem
- Group sessions e.g. working on social skills, friendships, turn talking etc
- Time to talk sessions where the child can share worries (often used once a child has completed a programme of work).
- Outdoor wellbeing sessions
- Yoga
- Mindfulness sessions

#### **Our Graduated Response to Mental Health and Wellbeing.**

A graduated response is to assess, plan, do and review. It is a cycle. Please see below:



### **How we support Staff with their Mental Health and Wellbeing.**

*Please read this section in conjunction with our Mental Health and Wellbeing policy and our Staff Well-being including stress policy.*

The Governing Body's legislation and case law states they have a duty of care towards employees and requirement for them to manage and safeguard the physical and psychological well-being of the school's employees. Staff absence often is reflective of their well-being and we have policies and procedures to address non-attendance.

The main causes of absence can be viewed as the following four areas:

<b>Health and Lifestyle Factors</b> <ul style="list-style-type: none"> <li>○ Genuine illness or poor health</li> <li>○ Smoking</li> <li>○ Excessive use of alcohol/drugs</li> <li>○ Lack of exercise</li> <li>○ Body weight</li> </ul>	<b>Workplace Factors</b> <ul style="list-style-type: none"> <li>○ Working patterns</li> <li>○ Health and safety concerns</li> <li>○ Travel times</li> <li>○ Excessive hours</li> <li>○ Safe place of work</li> <li>○ Relationships at work</li> </ul>
<b>Attitudinal and Stress Factors</b> <ul style="list-style-type: none"> <li>○ Job satisfaction</li> <li>○ Career satisfaction</li> <li>○ Intention to leave</li> <li>○ Organisational commitment</li> <li>○ Stress</li> <li>○ Absence 'culture'</li> </ul>	<b>Domestic and Relationship Factors</b> <ul style="list-style-type: none"> <li>○ Divorce or separation</li> <li>○ Number of children under 16</li> <li>○ Lack of flexible working arrangements</li> <li>○ Caring responsibilities</li> <li>○ Financial worries</li> <li>○ Bereavement</li> </ul>

All staff have a return to work meeting with an adult Mental Health First Aider.

As part of the Governor's monitoring they continue to promote and work with school leaders in promoting performance improvement, getting the best from our staff, retaining and attracting the right people and ensuring the wellbeing needs of all staff are met.

Wellbeing in the workplace is relevant to all employees and everyone can contribute to improving wellbeing at work. Improving and maintaining good work wellbeing can help to strengthen the positive, protective factors of employment, reduce the risk factors for mental ill health and improve general health.

### **How we promote positive wellbeing amongst staff.**

- ✚ Wellbeing is a core priority within our school development plan.
- ✚ We have a positive approach to talking about our own mental health.
- ✚ Recruit staff who have positive traits associated with improved staff wellbeing e.g. approachable, good at communicating, empathetic.
- ✚ Create a supportive environment that enables employees to be proactive in meeting their own needs or identifying needs in others.
- ✚ Ensure that we have up to date policies and procedures and all new staff have this explained at induction.
- ✚ Include wellbeing as part of performance management.
- ✚ Be mindful of what is happening in staff's personal lives that may impact their work.
- ✚ Review workloads and take on 'best practice' from research/ DfE recommendations.
- ✚ Take considered steps when introducing change.
- ✚ Review use of emails: there is no expectation that staff respond out of hours.
- ✚ Encourage team work through social gatherings where possible.
- ✚ Where possible staff are supported in attending important events e.g. weddings, nativity plays.
- ✚ Hold specific wellbeing events e.g. snack boxes, yoga, free tea and coffee, book clubs, free flu jabs etc
- ✚ Encourage all staff members to be open and honest in talking about their feelings.

### **How we provide support to staff.**

- ✚ We conduct return to work meetings and recognise that even though someone has returned to work this may not mean that their mental health has improved.
- ✚ Ensure that all staff know where to get expert help from if they need it e.g. the Welfare Service, Education support etc
- ✚ Be mindful of what is happening in staff's personal lives that may impact their work.
- ✚ Review use of emails: there is no expectation that staff respond out of hours.
- ✚ Support staff in their career progression and provide CPD to develop their practice e.g. NPQs.
- ✚ Include wellbeing as part of performance management.

### **Named School Contacts**

**Nicky Walker-** Deputy Headteacher, DSL, Adult and Child Mental Health First Aider, school leader of Mental Health and Wellbeing, OPAL leader.

**Nicola Smart-** teacher and ICT/e-safety leader, member of the school working party for mental health and wellbeing.

**Louise Galdes-** Family Support Worker, Child Mental Health First Aider, member of the staff working party for mental health and wellbeing, pastoral and attendance support, DSL.

**Vicky Senior-** Child Mental Health First Aider, member of the school working party for mental health and wellbeing, ELSA, OPAL and play team leader.

**Carly Williams** – SENDCO, Medical Support, DSL.

**Fiona Williamson-** SENDCO Support, Medical Support, Lunch time club leader.

**Fatemah Panju-** School Business Manager, CPD Lead, Adult Mental Health First Aider

**Nick Fordyce-** Chair of Governors.

**Helen Dott-** Governor with responsibility for PSHE/RSE

**Chelsey Binns-** teacher and PSHE/RSE leader, member of the staff working party for mental health and wellbeing, well-being ambassador lead.