



### **Introduction:**

As a school, we take mental health and wellbeing very seriously and we are leading the way in highlighting this area. We are currently working towards a Wellbeing award, which will demonstrate how wellbeing and mental health in our pupils, staff and parents are at the forefront of our school's vision of leading a mentally healthy school.

We are committed to supporting the emotional health and wellbeing of our pupils and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

### **At our school we:**

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they count
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks



**At Windmill Primary School, we offer 3 different levels of support:**

#### **1) Universal Offer/Provision**

To meet the needs of all our pupils through our overall ethos and our wider curriculum. For instance, developing resilience for all. As part of our wider safeguarding approach, all Community Academy Trust schools are committed to providing the following for all of our students/ pupils:

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- A Mental Health lead member of staff which is Mr Millington and supported by Mrs Coles
- A dedicated Mental Health and wellbeing section on the school's website
- Promotion of mental health support and coping strategies through individual and group nurture provision we offer:
  - Volcano in my tummy (Anger Management of self)
  - Hidden Chimp (Behaviour Management of self)
  - Anger Management Skills
  - The Unworry book (Wellbeing and Mental Health)
  - You're a Star (Self Esteem)
  - Don't worry be happy (Anxiety Management)
  - Talk about for Children developing social skills (Nurture provision)
  - The Happiness Challenge for stronger mental wellbeing
  - The Colour Monster (Managing Emotions with Younger Children)
- Proactive and timely support for parents with concerns about the mental health of their child – Mr Millington supported by Mrs Coles are available through our open door policy
- PSHE – mental health is addressed as part of the curriculum in each year group with a focus on wellbeing themes such as being different, resilience, perseverance, loneliness and growth mindset.
- An annual review of mental health and to identify key areas for development of support - Mr Millington and is supported by Mrs Coles
- Y4 – 6 will elect a Student Wellbeing Lead to represent students on the whole school student committee They will 'champion' mental health/wellbeing and to help promote physical activity
- In each year group via opportunities to engage in wellbeing and mindfulness activities such as yoga and dance
- Opportunities are regularly taken to highlight links between healthy eating and a healthy mind and promote this with our families
- Training is provided for all staff on how to identify and support students with mental health issues, including provision of relevant support resources
- Mrs Cole's will undertake mental health first aid
- A 'go-to' person is available for every child every day, providing the opportunity for them to share concerns/worries. This will be directed through the Welfare Assistants within the inclusion team
- A mid-year 'every child check-in' discussion and/or questionnaire is completed to take whole school 'mental health temperature', ensuring the school can respond accordingly
- The school will maintain an up-to-date curriculum provision map of where mental health and wellbeing is addressed across the curriculum, identifying opportunities where it can be added and emphasised
- All children will be able to access the worrybox in their classroom to encourage children to request initial support, promoted in an age-appropriate manner to all students

- High quality, child centred teaching for all is in place so that no child is left behind – Curriculum offer/monitoring of quality of teaching and learning in every class. Appropriate models and images to support those who need it e.g. SEND to ensure that they close the gap
- An ethos is established and maintained where the profile of Mental Health awareness is high, emphasising the message that ‘it’s good to talk’ and engaging in interrelated events such as World Mental Health Day, Anti-bullying Week, Children’s Mental Health Week, Safer Internet Day
- The school has a restorative practice approach to addressing behaviour issues so that wherever possible children can take responsibility for their actions and repair relationships, thereby easing reintegration with their peers
- Regular assemblies celebrate success and reinforce the characteristics of effective learning such as perseverance, concentration, pride, willingness to ‘have a go’, developing own ideas etc.

## **2) Targeted Offer/ Provision**

- Access to a trained counsellor (internal or external) or an adult mentor for a specified number of sessions to support the mental health of identified students
- Referral to the school nurse for further support for students through the NHS
- Formal referral to relevant class teachers/tutors to allow them to further support individual students in their groups
- Attendance support is provided for those struggling due to Mental Health issues
- Early Help referrals are available for those needing additional support
- Use of Boxall Profile assessments, Strength and Difficulties Questionnaires, or similar tools for early identification of concerns and to inform the planning of effective interventions
- Occasional use of small group or one to one learning sessions
- Close liaison with a range of external agencies who can offer in-school support
- Signposting to relevant external agencies and apps for out of school hour support eg Kooth, Calm Harm app, Young Minds, Mind, Childline, Young Carers etc.
- Personal daily check ins and discussion opportunities if needed, with a key member of staff
- “Time out” arrangements for those who need space to calm or reflect during the school day
- Feelings trackers/diaries used to record their emotions each week, for later reflection – for some children
- Opportunities to practise relaxation techniques during or at the end of the day – Children in Nurture provision will do this
- Age-appropriate resources are available for students to support their own wellbeing journey including books, therapeutic colouring resources etc.
- Opportunities to engage with mindfulness colouring activities – Target children do this
- Opportunities to learn about positive thinking, growth mindset and the power of ‘YET’

- Opportunities to develop their own toolkit of strategies to help lower anxiety levels and address their own identified needs – Target children who are receiving support from other agencies
- Permission to bring in / use a comforter item to aid home/school transition.
- Close liaison between the school's SENDCO, Welfare team and the class teacher, mental health lead or with a parent directly to identify any significant SEND or Social, Emotional or Mental Health Needs.

### 3) **Specialised Offer/Provision**

- Specialised staff training via a rolling programme with a focus on meeting current need in the school such as suicide prevention training, supporting children with eating disorders, addressing self-harm, etc.
- Liaison with specific GPs /consultants/ nurses – to share concerns and agree multi-agency support approaches
- Referrals to external agencies to support the mental health of specific students and their families, as necessary. Schools will liaise with any number of professional agencies as appropriate such as:
  - Family Connect – Early Help, Strengthening Families
  - Educational Psychologist
  - BeeU service through the Emotional Health and Wellbeing Panel
  - School Counsellor
  - Victim Support



**We all have times when we have low Mental Wellbeing, where we feel stressed, upset or find it difficult to cope.**

**There are some common life events that may affect you or your child's Mental Wellbeing:**

- Loss or bereavement.
- Loneliness.

- Relationship problems.
- Issues at school.
- Worries about money.

**Everyone deserves to feel good and there are steps you or your child can take to maintain and improve your Mental Wellbeing:**

- Build positive relationships.
- Take time for yourself.
- Look after your mental health.
- Look after your physical health.

**What can your child can do in school to gain Mental Wellbeing?**

- Be open and talk about your feelings with your friends.
- Associate yourself with positive people.
- Join an afterschool club.
- Speak to a member of staff.
- Tell the Safeguarding and Wellbeing Team.
- Get physically active (a Health body and mind are closely linked).



**Services and websites:**

<https://www.familyconnecttelford.co.uk/site/index.php>

<https://www.telfordsend.org.uk/site/index.php>

<https://www.annafreud.org/parents-and-carers/resources/>

<https://youngminds.org.uk/resources/school-resources/find-your-feet-transition-tips-for-parents/>

[https://www.mind.org.uk/information-support/drugs-and-treatments/talking-therapy-and-counselling/how-to-find-a-therapist/#.WZ6x\\_7pFzRM%C2%A0](https://www.mind.org.uk/information-support/drugs-and-treatments/talking-therapy-and-counselling/how-to-find-a-therapist/#.WZ6x_7pFzRM%C2%A0)

<https://www.nhs.uk/every-mind-matters/supporting-others/childrens-mental-health/>

<https://www.nhs.uk/mental-health/nhs-voluntary-charity-services/nhs-services/children-young-people-mental-health-services-cypmhs-parents-carers-information/>

<https://learning.nspcc.org.uk/child-health-development/child-mental-health>