

**St George’s Primary School Mental Health Strategy**

***Rationale***

The emotional health and wellbeing of St George's school community (including staff, parents and pupils) is fundamental to our ethos and values. We have embedded wellbeing into every aspect of our school and we will continue to do so, involving everyone.

We have been working towards a wellbeing award accredited by the NCB (National Children's Bureau) which recognises that there are 4 key principles that drive mental health and wellbeing in schools. These are:

* That mental health and wellbeing are a continuum.
* That as a school we experience and manage emotional issues daily
* That emotional wellbeing covers a range of dimensions, such as resilience, character building, relationships and self-esteem.
* That to create a positive school culture requires a whole school approach which engages the whole school community.

Our vision for mental health and wellbeing at St George's ties into our religious vision and the award process by ensuring that we continually promote and develop the mental health and resilience of our school community linking to article 24 that every child has the right to the best possible health.

**Definition of Mental Health and wellbeing;**

We use the World Health Organisation’s definition of mental health and wellbeing

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

**The Aims and Intentions of our Mental Health Strategy**

**We aim to;**

* Remain informed, inspired and influenced by national policy guidance within the DfE and Public Health England.
* Ensure a whole school approach to development and delivery.
* Ensure a whole community contribution to development and delivery, including pupils and their families, stakeholders, partner agencies in statutory and charitable organisations and the local extended community.
* Connect with other schools in our local Multi Academy Trust to share good practice.
* To hold the Mental Health Strategy as an agenda item on Senior Leadership Team and Governor Meetings.

**We will;**

* Ensure that this Mental Health Strategy complements all other current school strategies and policies.
* Review the Mental Health Strategy when required.
* Ensure there is clear learning on our curriculum regarding emotional wellbeing and mental health across all key stages.

At St George’s Primary School we embrace our role, alongside our families, the community and with our wider partners, in contributing to the developing emotional wellbeing of our pupils and their learning about being healthy, from a physical and mental health perspective.

The government guidelines “Promoting children and young people’s emotional health and wellbeing: A whole school approach” suggest using an Eight Principles Approach. We have foloowed this Eight Principle approach to develop our school Mental Health Strategy and evidence it in action.

**Principle 1:**

**Leadership and Management**

At the core of these Eight Principles is Leadership and Management. The commitment and drive from Senior Leaders is key in embedding this strategy at the heart of our school.

At St George’s Primary School Howard Fisher our headteacher is leading the development of our Whole School Mental Health Strategy alongside a core ‘change’ team which includes our Mental Health Champion and PSHE lead Lin Adlington, our pastoral manager Sandra Shepperd and our Assistant head teacher for Inclusion Emma Hill. Links have been established with the school council to work towards representing the children and well-being champions have been recruited. Learning walks are carried out to see day-to-day practice within class and via the wellbeing champions pupils are provided with a forum to discuss any issues. Parents are supported via the Pastoral Manager to ‘drop in’ sessions. The Board of Governors supports the work that the school is undertaking.

**Principle 2:**

**School Ethos and Environment**

At St George’s Primary School, children and young people come first, and our priority is to deliver high quality teaching and learning, within a culture of celebrating individual effort and progress. This is within an environment that celebrates diversity and promotes respect for all. We want every child to be successful, and to reach for success from the first day they join us, leaving the school with a love of learning that lasts throughout life. We are underpinned by our core Christian vision supporting wellbeing:

We recognise that in order to embed this ethos, we need to promote an environment that focusses on the whole school’s emotional wellbeing. We have considered this through both the physical environment of the school and the emotional culture that is promoted throughout the school.

**Our Whole School Approach does this by as demonstrated by our mission statement;**

**"Aspirational opportunities for all through the breath of God"**

St George's leads the community by following the teachings of Christ through holistically ensuring excellence for all. Through our happy, secure and stimulating environment all members of the school community grow in self-esteem and potential. Their spiritual, academic and social needs are celebrated as part of daily life.

The Feeding of the 5000 shows Gods love and our school values...

By not sending the crowds away Jesus demonstrated his CARE for all. Matthew 14:16

We welcome all into our school and care for them in a holistic and nurturing way.

By blessing the bread and fish and multiplying it, Jesus provided for the needs of all those who had gathered around him, because he wanted to care for their basic needs

By gathering them to Him he showed them all LOVE Matthew 14:18

We celebrate all that we do, our successes and our learning, our achievements and our support of one another. Jesus showed this through his compassion for the whole community when he gathered the crowds to him.

By giving thanks to God for the food they received Jesus showed RESPECT Matthew 14:19

We teach each other about diversity and encourage respect for all. Jesus showed this by not sending the crowds away and listening to their needs.

By dividing the food among many Jesus taught us how to SHARE Matthew 14:19

We teach an awe and wonder of the world in which we all live and we encourage our school community to look beyond their immediate locality.

When Jesus gave thanks to heaven he was able to multiply the fish and loaves for all and share equally amongst all.

By having faith in Jesus to feed everyone the disciples demonstrated their TRUST Matthew 14:20

Our Trust in God is demonstrated through worship where we actively gather, engage, respond and reflect both in school and at our local VIIth century Abbey which we visit often to celebrate key events. This mirrors how in the feeding of the 5000 the community trusted Jesus to fulfil their needs.

We provide abundantly for the needs of the pupils as Jesus abundantly met the needs of the 5000, by ensuring the pupils receive-

* An education appropriate to the world outside their classroom including fostering links with the local church and **TRUST**ing God by taking part in active worship.
* A **LOVE** of learning and a desire to continue to expand their knowledge and skills throughout their life through regular trips and celebratory events.
* The tools to learn to live together in the community and to show sensitivity and **RESPECT** to the differences between one another
* Thinking skills to become responsible, independent people who **CARE** about their world and demonstrate a moral sense of responsibility and self-discipline
* The knowledge to reach their full potential in the curriculum and acquire effective maths and English skills whilst developing a spiritual awareness and **SHARE** with one another an awe of the universe

We celebrate the Christian character of our foundation and believe this character informs all that is done at St George's through the values of

**CARE SHARE RESPECT TRUST and LOVE**

Our school policies include: Behaviour, Inclusion and Safeguarding.

We create a sense of belonging by celebrating individual and team achievements, both inside and outside school events.

We teach these values through working in teams, mindfulness, philosophy for children.

**These are examples of how it looks within our school;**

* Every class uses meditation/calming music and supportive listening on a regular basis to support the children
* Every class has a reflective corner for children to access.
* There are buddies and a ‘Dove Club’ at lunchtime to support pupils who are upset or who need to find a friend to play with
* The school employs a Pastoral Manager to provide support to parents and children through the day. She also provides invaluable support to staff
* School Worship and in class support promote the use of 10-a-day choices for mental health throughout the school
* Playtime and lunchtime groups such as lego club, gardening, cycling, forest schools and arts and crafts are run to support children. There is also a lunchtime club where children can go to eat in a quieter environment, Dove Club
* Staff have completed a ‘certificate in understanding mental health’ from the National College.
* Support for families through multi agency meetings is facilitated by our pastoral manager and assistant head teacher Zoe Spoerry

Our Mental Health Champion is our deputy head teacher who has the responsibility to stay informed of national guidance and strategies regarding mental health.

**Principle 3:**

**Curriculum Teaching and Learning**

We know that school-based programmes of social and emotional learning have the potential to help young people acquire the skills they need to make good academic progress as well as benefit pupil health and wellbeing (see guidance in *Promoting Children and Young People’s* *Emotional health and Wellbeing*). With this in mind we have sought to enhance knowledge and skills around mental health across the curriculum. Wherever possible we incorporate the resources of community services to enhance our curriculum’s delivery of mental health promotion.

**These are examples of how it looks within our school;**

* Working in teams, mindfulness and philosophy for communites
* All pupils have access to play and lunchtime groups
* Worship to support children so that they know how to keep safe
* Whole class support to allow children to understand their feelings and when they need to access the relective corner or Shield room.
* School Nurses support the school with training on healthy relationships.
* Balanceability and Bikeability are accessed from Reception upwards.

**Principle 4:**

**Student voice**

Involving pupils in decisions that impact on them can benefit their emotional health and wellbeing by helping them to feel part of the school and wider community and to have some control over their lives (see guidance in *Promoting Children and Young People’s Emotional Health and Wellbeing).* We are committed to providing structures that allow pupils to play an active role in developing a mentally healthy school.

**These are examples of how it looks within our school;**

* School Council
* Buddies facilitate pupils in finding a friend and establishing a voice
* Pupil voice in My Plans and Pupil Profiles
* Pastoral staff make a strong contribution to senior leaderships’ understanding of student need by being an advocate for pupils.
* Philosophy for children lessons for the whole school
* Working in Teams is implemented discreetly in Early Years and KS1, and within the curriculum in KS2
* Active Listening – encouraging children to take ownership in their learning by asking the teacher to clarify vocabulary, speak louder/slower, etc
* Child input on learning walks with focus on supporting mental health in school
* We are able to access information from Young Minds ([www.youngminds.org.uk](http://www.youngminds.org.uk)) for young people’s views relating to their mental health, support and what they have found helpful.

**Principle 5:**

**Identifying Need and Monitoring Impact**

In line with our ethos of celebrating diversity and the successes of the individual, we are keen to identify need in order to provide the appropriate supportive environment for pupils to thrive. We aim to identify children and young people with mental health needs as early as possible to prevent them from developing.

**These are examples of how it looks within our school;**

* Use of chronologies to identify and then support need - there is an open door policy of support for teachers with vulnerable children
* Teacher observation and parent/child concerns raised
* Open door policy from Senior Leadership Team and pastoral team for children
* We regularly seek feedback from our families and pupils through questionnaires eg transition questionnaires.
* Visual tools to support pupils to express needs and feelings eg fans, I need help cards, thumbs up/down, etc
* My Plans for pupils with special education needs planned for and reviewed termy with parents and pupils
* Staff training on understanding young peoples’ mental health needs, attachment, anxiety.
* Links to Integrated Childrens Services to support families to make referrals

**Principle 6:**

**Working with Families**

We are committed to working in partnership with parents and carers. We recognise the important role the family plays in influencing the emotional health and wellbeing of pupils in the school.

We also recognise that working in partnership may sometimes mean providing support and resources to those families that are struggling with meeting life’s challenges.

**These are some examples of how this looks in our school;**

* Pastoral Team
* Support with referrals
* School – family meetings when required
* Parent Teacher Association
* We are in the process of establishing a parent/ carer area on our website with useful online and local resources.
* Early Help multi agency support eg Family Intervention Workers, School Nurse, Children’s Centre
* Transitional meetings and visits with Nurseries, Secondary Schools and Home Visits.

**Principle 7:**

**Staff Development, Health & Wellbeing**

‘Wellbeing in schools starts with the staff; they are the front line of this work…’ (NCB Framework for promoting well-being and responding to mental health in schools).

At St George’s Primary School we place the wellbeing and development of staff as a high priority, believing all school staff play a vital role in developing and supporting the emotional health and wellbeing of the pupils.

Principle 7 is split into two sections; the first is how staff are provided with the knowledge and understanding of pupils’ wellbeing and the second looks at how the school supports the development of staff wellbeing.

**Staff training**

In the last year staff have received training in mental health delivered via The National College and STLS (Specialist Teaching & Learning Service) around areas such as Understanding Young Peoples Mental Health, Anxiety, Attachment. This is greatly helping the staff develop a much deeper understanding of mental health which is helping us break down stigma and bring about whole school culture change. Staff are encouraged to seek advice from Senior Leaders if they require it.

**Staff wellbeing**

An open door policy of support for staff is available from the Senior Leadership Team

A poster is displayed in the staffroom highlighting where staff can seek support and counselling if needed.

A counselling/Supervision service is used within school via Inside Out which works with both pupils and adults.

**Principle 8:**

**Targeted Support**

The school recognises that many behavioural and emotional problems can be supported within the school, with advice from external professionals, and that some pupils may need more intensive support at times. St George’s Primary School has a range of potential interventions to support individual’s needs, as well as links with external agencies.

**These are examples of how it looks within our school;**

* Nurture Provision
* Lego Therapy
* ELSA
* Pastoral Team
* Dove Club for children having a difficult time

**St George’s Primary School’s Mental Health Strategy was guided by Public Health England’s key documents:**

***“Transforming children and young people’s mental health provision: a green paper” (2017****)*

<https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper>

***“Promoting children and young people’s emotional health and wellbeing: A whole school approach” (2015)***

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWB_draft_20_03_15.pdf>

***“Future in Mind” (2015)***

<https://www.england.nhs.uk/blog/martin-mcshane-14/>

**In Addition the Policy has been informed by;**

***National Children’s Bureau “A Whole School Framework for Emotional Wellbeing and Mental Health. School Leaders Resource”***

<https://www.ncb.org.uk/sites/default/files/field/attachment/NCB%20School%20Well%20Being%20Framework%20Leaders%20Resources%20FINAL.pdf>

**Heads Together, Mentally Healthy Schools; A Whole-School Approach**

<https://www.mentallyhealthyschools.org.uk/whole-school-approach/>

**IPPR The Progressive Policy Think Tank, Craig Thorley, 2016**<https://www.ippr.org/news-and-media/press-releases/further-proof-of-the-crisis-in-children-and-young-peoples-mental-health>

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| **Goals** | **What We Have Achieved/**  **Where We are Now** | **How We Know This/**  **Key Evidence** | **Next Steps/Further Desired Outcomes** |
| Objective One – The whole school is committed to promoting and protecting emotional wellbeing and mental health by achieving the wellbeing award | All staff are committed to Mental Health & it is now a formal part of the SDP every year as well as being reported on annually to governors. SLT/ML meetings agenda a well-being section weekly and new policies have been drawn up and ratified that specifically address mental health and well-being. Staff are able to access mental health training annually. | SDP  Annual report to governors on well-being  SLT/ML agenda & minutes  Policies. | Stakeholder evaluations need to be redone and these were initially done before the pandemic.  Summary reports for each group need to be redone reflecting current views. |
| Objective Two – The school has a clear vision and strategy for promoting and protecting emotional wellbeing and mental health, which is communicated to all involved with the process | The vision statement is linked to our school values and is clearly on the website. QR links to view are shared via the Newsletter. Provision is regularly reviewed and adapted as needed. Well-being is part of Pupil Progress meetings where needs are discussed and actions arise.  Risk factor training is completed by staff.  Developed use of Sway to communicate with parents which allows ‘live’ feedback into Forms, giving parents to have an area to express thoughts & concerns. | School website  School Newsletters  Pupil Progress Meetings  Forms | Updated policy audit ensuring that well-being is highlighted, specifically in Behaviour, Curriculum, SRE, Safeguarding, Appraisal.  Include risk factors as an appendix to the well-being policy.  Ensure that subsequent newsletters have a section which states ‘you asked for… we did…’ |
| Objective Three – The school has a positive culture which regards the emotional wellbeing and mental health as the responsibility of all | Awareness raising activities have been via the pupil boxes in classes for children & Jigsaw scheme of work. For parents by the use of Forms to give feedback and recommendations. To staff via implementation of new policies detailing well-being. Accountability framework drawn up and shared with staff.  There is a dedicated well-being space in the school (Shield Room) which pupils have access to. Dove Club is also used at lunch times to support pupils well-being on the playground as well as school buddies. | Pupil Boxes in classrooms.  Jigsaw teaching resources & PSHE books.  Microsoft Forms.  Policies  Accountability Framework shared with staff.  Shield Room/Dove room & Timetables.  List of school buddies. | Hold coffee mornings for parents.  School council to hold meeting discussing well-being.  Ensure school buddies are more visible with specific clothing. |
| Objective Four  The School actively promotes staff emotional wellbeing and mental health | There is a clear staff well-being policy in place which is reviewed annually.  Dedicated resource is given to well-being such as PPA time from home, food given at twilight meetings, review on policies (marking) to reduce workload.  Appraisal policy and proforma include a section relevant to well-being & mental health. | Policy  Staff are able to communicate how the school supports their well-being.  Appraisal policy and proforma include well-being | Complete a list of things that the school have done during & since Covid to support staff well-being. |
| Objective Five  The school prioritises professional learning and staff development on emotional wellbeing and mental health | All staff undertake training relating to mental health and well-being. Staff meetings include check ins for well-being. | CPD log  Staff meeting programme overview. | Identify future training needs and next steps for staff. |
| Objective Six  The school understands the different types of emotional and mental health needs across the whole-school community and has systems in place to respond appropriately | SLT have wellbeing as a standing agenda item and a summary report on wellbeing is given to governors annually.  School uses BROMCOM to record pupil needs and weekly pastoral meetings identify concerns, patterns and next steps.  The school works with a number of outside agencies to support mental health and well-being.  Newsletters and website as well as social media platforms are used to signpost families to support. | Minutes of meetings  Reports  Feedback forms from agencies  Communications with parents | Have a summary list of referrals and outcomes. |
| Objective Seven  The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health | Learning walks take feedback regarding pupil voice.  Well being pupil champions are in place.  Feedback from parents is taken via online forms and polls. | Online forms  Pupil voice mechanisms  Well being champions minutes from meetings | Wellbeing ambassadors need to meet more regularly and present minutes and actions to SLT.  Coffee mornings to be re-established following on from pandemic. |
| Objective Eight  The school works in partnership with other schools, agencies and available specialist services to support emotional wellbeing and mental health | SENCO & FLO attend Aquila & Cluster forums where well being is part of the agenda.  The school has 3 ELSA trained members of staff – one attends ELSA local Island collaboration meetings and 2 attend Aquila Trust meetings.  The school is taking part in the SPP work including the Peer Inclusion Review which will look at SEMH.  The school works with Inside Out, School Nurse team, Reverend Paul, Aquila & Daisychains and asks for feedback from them on working parterships. | Minutes from meetings  Feedback forms  SPP reviews. | Mental health leads in all Aquila schools to hold their own meetings. |