

The Park Road Way



Body

WHAT DO YOU DO TO **BE ACTIVE**?



Mind

WHAT DO YOU DO TO **KEEP LEARNING**?



People

WHAT DO YOU DO TO **CONNECT**?



Place

WHAT DO YOU DO TO **TAKE NOTICE**?



Planet

WHAT DO YOU DO TO **CARE**?



Spirit

WHAT DO YOU DO TO **GIVE**?

- **Connect** – with family, friends, colleagues, classmates
- **Be active** – walk, run, skip, dance
- **Take notice** – be curious, reflect on experiences
- **Keep learning** – try something new (You just haven't got it YET!)
- **Give** – doing something for others
- **Care** – for the environment both inside and outside of school

Mental Health and Wellbeing Strategy

Why do we need a wellbeing and mental health strategy?

Park Road Community Primary School is an inclusive setting where mental health and wellbeing promotes school success and improvements by:

- ✓ Promoting positive mental and emotional wellbeing by providing information and support.
- ✓ Creating a shared understanding of all aspects of mental health.
- ✓ Enabling those with mental health related issues to self-disclose and seek support in a safe confidential manner.
- ✓ Offering guidance and strategies, to support pupils and staff to be mentally healthy.
- ✓ Creating a culture to support and maintain positive mental health and wellbeing.

What is the Mental Health and Wellbeing Strategy?

The Mental Health and Wellbeing Strategy is a guide to define 'how' we are expected to support children and staff with mental health and wellbeing and 'what' practice we implement to support mental health and wellbeing.

The strategy details the systems in place to ensure that mental health and wellbeing is embedded into our culture to support the children and staff at Park Road Community Primary School.

This has been devised, following a comprehensive audit of current risk factors that may influence and impact upon a pupil's wellbeing as well as surveys to ascertain current needs/perceptions.

Mental health spectrum



What do we mean by mental health?

Mental Health is “the emotional and spiritual resilience which enables us to enjoy life and survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our and others dignity and worth. It is influenced by our experience and our genetic inheritance.”
(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 from healthy to unwell; it can fluctuate on a daily basis and change over time, see above spectrum.

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How does Park Road Primary promote positive mental health?

(Prevention):

- ✓ Promote knowledge and understanding of both internal and external support services.
- ✓ Encourage and support the whole school community to be positive in its approach to mental health wellbeing.
- ✓ Provide guidance and support to all those connected with the organisation to help them develop confidence in their ability to manage mental health and emotional wellbeing.
- ✓ Provide appropriate training and information to staff on mental health and emotional wellbeing.
- ✓ Have named Mental Health First Aider who is the contact point at Park Road Primary and a Pastoral team who are responsible for co-ordination and delivery of the school's mental health and emotional wellbeing strategy.

How does Park Road Primary support mental health?

Addressing Needs (mechanisms to support children and staff):

- ✓ Promote a culture which supports and encourages self-disclosure.
- ✓ Use the 'Mental Health Spectrum' to identify children that fall into the 'struggling' and 'unwell' mental health categories and seek support from the school's Wellbeing Lead, N.Parkinson.
- ✓ Provide a framework for responding appropriately to mental health wellbeing.
- ✓ Recognise that staff have the responsibility to alert others to potential and actual indicators of mental health needs and to take this action whenever necessary. For pupils, through our Wellbeing referral support system, our graduated approach and CPOMS system following our Safeguarding Policy and for staff, via their Key Stage Leader or the Senior Leadership Team.
- ✓ Co-operate with other organisations involved in the delivery of mental health and emotional support services.
- ✓ Observe the principles of confidentiality and general data protection in respect of mental health and emotional wellbeing.

What do we do if we believe a child or member of staff needs support?

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the Mental Health Lead in the first instance. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Lead or Designated Assistant Safeguarding Lead. Any other Safeguarding concerns that are non-urgent should be recorded via CPOMS.

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Primary School**

**Concern raised by parent,
child or member of staff –**

**School's SEMH Graduated
response approach will be
followed (see end of this
document). Referrals made to
HT or Senco/Inclusion lead.**



**Strengths and
Difficulties
questionnaire
completed -**
by designated
person to further
assess unmet needs



**Wellbeing
support plan
devised -**
Overseen by
SMHL or SENCO

**Where two cycles have
been completed and
there are still unmet
needs refer to FiM,
CAMHS or other
appropriate
agencies.**



**Review
Wellbeing
support plan**



**Targeted
intervention
delivered and
reinforced in
the classroom -**



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The Park Road Graduated Response.

School has devised a graduated response to supporting pupil emotional and mental health and wellbeing. This has been introduced to all staff and training in its use given- *see end of document.*

Supporting staff to positive mental health and wellbeing

The Governing Body's 'duty of care' towards employees, legislation and case law, require them to manage and safeguard the physical and psychological well-being of the school's employees.

We need to have a clear understanding of the causes of absence in order to formulate strategies that address non-attendance (sickness absence). The main causes of absence can be viewed as four distinct areas:

Well teachers teach well

Health and lifestyle factors Genuine illness / poor health Smoking Excessive use of alcohol Lack of exercise Body weight	Workplace factors Working patterns Health and safety concerns Travel times Excessive hours Safe place of work Relationships at work
Attitudinal and stress factors Job satisfaction Career satisfaction Intention to leave Organisational commitment Stress Absence 'culture'	Domestic and relationship factors Divorce, separation Number of children under 16 Lack of flexible working arrangements Caring responsibilities Financial worries Bereavement

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The Governing Body will continue to promote and work towards performance improvement and efficiency, getting the very best from our staff, retaining and attracting the people who are best skilled and well-motivated.

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

“In case of emergency, air masks will drop from the ceiling. If you are travelling with a child, please put on your own mask before helping the child.”

To fulfil this commitment the Governing Body and Senior Leadership Team will:

- Make health and wellbeing a core priority.
- Value the strategic importance and benefits of a healthy workplace. We will encourage a consistent, positive approach to all staff health and wellbeing.
 - Make clear the link between employees' health and wellbeing and improved performance.
 - Ensure all leaders at Park Road, including Senior leaders and Governors, are committed to the health and wellbeing of staff and act as good role models.
 - Make communication clear to ensure that staff have realistic expectations of what's possible, practical and affordable.
- Be aware that a return to work from sickness does not necessarily indicate that an employee's health and wellbeing has improved.
- Recruit staff who have the positive leadership traits associated with improved staff health and wellbeing. These traits include being open and approachable and encouraging new ideas.
- Ensure health and wellbeing policies are included in any induction, training and development programmes for new staff.
- Have a proactive and visible commitment to health and safety and its role in improving the health and wellbeing of staff, that is, view health and safety as part of the culture of a caring and supportive employer – not only a statutory requirement.
- Create a supportive environment that enables employees to be proactive when and if possible, to protect and enhance their own health and wellbeing.
- Seek to identify potential circumstances that may affect the wellbeing of staff and conduct risk assessments.

Park Road Community Primary School

- Increase awareness and understanding of how to promote wellbeing at work and the avoidance of absence.
- Ensure advice and guidance is available to leaders in dealing with wellbeing concerns of staff.
- Ensure that there is a culture where there is no expectation that staff communicate about work outside of normal working hours (except in an emergency, eg child protection issues).
- Ensure that all staff take part in a supportive performance management process.
- Conduct an annual (anonymous) staff survey in order to collate information from all staff groups, which will inform future strategies to support the health and wellbeing of staff.

Where possible, staff are supported with their work/life balance and wellbeing outside the school. Examples of this could include providing staff with paid leave for both special events and celebrations, and time off to deal with family problems.

All staff are encouraged to take a responsible approach to health and wellbeing issues, including adopting a robust self-management to their own health.

The Senior Leadership Team are implementing:

- Offering free flu jabs, via Omega MAT.
- Pathways to communicating i.e. via designated members of staff, team leaders, staff 'worries'suggestion' box
- Promote mindfulness or contemplative practices such as yoga, reiki, meditation, emotional freedom techniques, breathing exercises, stress reduction workshops, where wanted (being mindful that staff may not want to engage in these activities and respecting individual needs/desires)
- Have an area where staff can rest and have some 'peace and quiet'.
- Staff wellbeing noticeboard, with staff shout outs, information and signposting.
- Empower staff through further training such as first aid, time-management, assertiveness, people-management, leadership development, self-esteem, decision-making, counselling.
- Signpost health events and occupational health support via teaching unions.
- Set up a Whatsapp system across all staff to improve communications.
- Say thank you – *half termly Because you're Wonderful Wednesdays*
- Staff gift days

Park Road Community Primary School

Wave 1

Wave 1

We define Pastoral Care as the ethos through which our pupils develop and learn to their optimum potential. We provide the opportunity for every pupil to develop into responsible, self-aware, confident, and capable young people equipped to cope with the challenges of the 21st century. Our school believe that Pastoral Care must form the basis of, and permeate, all aspects of the curriculum.

As part of our offer, we will:

- Ensure quality and purposeful PSHE lessons are taught in all year groups.
- Clear teaching/modelling of the use of core school values will underpin learning.
- Small group nurture may happen within classrooms to support a child/children's development.
- 1:1 nurture may be offered where appropriate.

Staff will record any children requiring support at this level on CPOMs, and discuss with the DSL/Safeguarding

Team.

Wave 2

Children at this stage may need more formalised support, and require 1:1 support or a social/well-being group. This will be delivered by a TA with relevant training.

Senior Leaders will be aware of any children experiencing SEMH difficulties.

Through Early Help, families and children will be offered support.

This might include:

- Coming into school earlier.
- Children being given special roles and responsibilities.
- Monitoring and evaluation of class based provision, by the SEMH Specialist Teacher.
- Bespoke support for Teachers/TAs from the SEMH Lead.

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Children will be assessed with an SDQ (Strength and Difficulties Questionnaire) to highlight the level of need and focus areas.

If need be, Target Ladders will be used to develop targets and intervention groups.

Children may have a One Page Profile. Early Help may support families at this time.

Wave 3

On occasion we may need to further support for children in this category.

As part of our offer, we might:

- Allocate time for a child to see our Pastoral Leader.
- Make a referral to CAMHS (this may be needed earlier and will be completed if this is the case).
- Offer support via a Play Therapist.
- Work with families via Earlier Help or make relevant referrals to Family Support.

The Pastoral Leader/SENDCo will oversee this level, monitor and evaluate impact, and report back to the Head teacher.

Children's progress within this level of support will be tracked and assessed through SDQs.

Baseline assessments will be undertaken at the beginning and end of end intervention.

From the Intervention Tracker sheets, leaders of support will evaluate impact and feedback.