

## Thrunscoe Primary and Nursery Academy Mental Health and Wellbeing Strategy

### Mental Health and Emotional Wellbeing at Thrunscoe Primary and Nursery Academy

*"Children's mental health is the strength and capacity of children's minds to grow and develop with confidence and enjoyment. It consists of the capacity to learn from experience and to overcome difficulty and adversity. It is about physical and emotional wellbeing, the ability to live a full and creative life, and the flexibility to give and take in friendships and relationships. Children who are mentally healthy are not saints or models of perfection but ordinary children making the most of their abilities and opportunities."*

(Young Minds, 2006, cited by DeBell, 2016)

We understand that mental health is a continuum and we all experience times of both positive and poor mental health. At Thrunscoe Primary and Nursery academy, we believe that everyone has a responsibility to promote positive mental health and have an understanding of the protective and risk factors for mental health. We acknowledge that some people will need additional support for their mental health and we ensure that staff are trained to recognise the warning signs. Any concerns regarding mental health are discussed with the Wellbeing Lead or Wellbeing Mentor who meet regularly to discuss best steps forward.

#### Why do we need this strategy?

At Thrunscoe Primary and Nursery Academy, we aim to promote positive mental health and wellbeing for our whole academy community. We acknowledge that mental health and emotional wellbeing is as important as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and has a significant impact on learning capabilities and successes.

We recognise that there are certain factors which can place pupils at risk of developing mental health difficulties. These include, but are not limited to:

- ✓ Special educational needs
- ✓ Medical needs
- ✓ Young carers
- ✓ Looked after child
- ✓ Parental substance misuse
- ✓ Breakdown in relationships
- ✓ Gender diversity
- ✓ Bullying and cyberbullying
- ✓ Bereavement
- ✓ Friendship issues

We aim to provide a safe environment in which we can help pupils to develop their resilience to manage times of stress and change. We believe that we have a strong role to play in developing pupils ability to manage their own mental health by empowering them to recognise factors which can affect it and help them to develop strategies to support themselves.

We aim to help pupils develop protective factors which build their resilience. This is evident within our core academy values:

S – enabling pupils to experience academic success through their **skills and knowledge**

H – encouraging pupils to be **honest and open** when discussing their feelings and emotions

I – empowering pupils use their **initiative** to become motivated problem solvers

N – supporting pupils to develop their resilience and cultivate a **never give up attitude**

E – developing pupils’ capabilities for **empathy and compassion**

How are we embedding a whole academy approach to mental health and wellbeing?

As mental health is the responsibility of all members of our academy community, we aim to promote a positive ethos and culture by:

- ✓ Nominating pupil wellbeing champions ensure that pupil voice is heard
- ✓ **Seeking the views of staff**, pupils and their families are sought on a regular basis through online surveys to provide greater accessibility and enable us to respond quickly to need / ‘Worry Monsters’ and ‘Ask it basket’
- ✓ **Arranging dedicated staff training ensures that staff have the confidence and skills to discuss mental health**
- ✓ Hosting workshops and our dedicated wellbeing page on the website provide information for parents, carers and their wider families regarding mental health and wellbeing
- ✓ Ensuring pupil wellbeing is discussed at open evening appointments
- ✓ Ensuring key staff have specialist training. Mrs Serls and Mrs Allen are qualified children’s mental health first aiders, Mrs Allen is a qualified adult mental health first aider and Mrs Serls will complete her adult mental health first aid qualification this academic year
- ✓ Taking part in awareness raising events such as Children’s Mental Health Week
- ✓ Celebrating both academic success and personal qualities such as honesty, initiative, empathy, compassion and resilience during our celebration assemblies
- ✓ Community fair where outside agencies attend.

## Our Staff

**In order to provide the best education and wellbeing support for our pupils, we fully recognise the need to promote positive wellbeing and mental health for our staff. We aim to ensure that staff are encouraged to develop personally, professionally within a supportive and caring environment. Therefore it is vital that we are a setting where staff feel:**

- ✓ **Valued**

- ✓ That positive mental health is a priority
- ✓ Supported to build resilience
- ✓ Encouraged to keep a healthy work-life balance
- ✓ That times of stress are acknowledged
- ✓ That they can learn from one another
- ✓ That they have an understanding of a happy and healthy team
- ✓ That communication is effective

#### Our parents, carers and wider families

At Thrunscoe Primary and Nursery Academy, we believe that that it is important that parents, carers and the wider family feel included as an integral part of the academy community. We ensure that parents, carers and wider families have the opportunity to express their opinions and feel that their views are listened to. We aim to be a setting where:

- ✓ Parents and carers understand the importance of mental health and wellbeing
- ✓ Parents and carers are supported to build resilience, particularly during times of transition or additional stress
- ✓ They feel like a valued and integral part of the academy community
- ✓ They feel that they are actively involved within their child's education
- ✓ They feel comfortable to speak with staff if they require additional support
- ✓ They feel respected and their views are heard

#### How do we support the mental health and wellbeing of our whole academy community?

Our whole academy approach ensures promotion of positive mental health and wellbeing for all members of the academy community. To help us achieve this we:

- ✓ Engage with the whole academy community to seek opinions regarding our mental health and wellbeing provision (online questionnaires / parent access to Well being mentor through website)
- ✓ Support our pupils in developing their own voice, confident that they will be listened to by members of the academy staff (council / well-being champions)
- ✓ Help pupils to become resilient learners
- ✓ Teach pupils social and emotional skills, develop their understanding of mental health and reduce stigma surrounding mental ill health
- ✓ Have established a review team that is representative of the academy community to evaluate the wellbeing and mental health provision across the academy
- ✓ Ensure staff receive up to date training, providing them with the confidence and skills they need to have discussions regarding mental health

### How do we support pupil wellbeing?

Teaching about mental health and wellbeing is delivered on a weekly basis. We ensure that all statutory elements of the national curriculum are covered alongside targeted discussions and bespoke lessons which are linked to situations and issues currently being faced by our pupils. In addition to this, we liaise with the wellbeing service to discuss the adolescent lifestyle survey. This provides us with an insight into the local landscape and enables us tailor our lessons to consider issues our pupils may face in the future. We follow the Jigsaw scheme of work, a mindful approach to PSHE which comprises of six half termly units:

- ✓ Being me in my world
- ✓ Celebrating differences
- ✓ Dreams and goals
- ✓ Healthy me
- ✓ Relationships
- ✓ Changing me

Where units may touch on potentially upsetting subjects, we liaise with parents to ensure that all topics can be handled as sensitively as possible.

Each class has their own worry monster. Pupils are encouraged to write down their worries and have options for the support they would like to access. The options available are:

- ✓ Speak to class teacher
- ✓ Speak to teaching assistant
- ✓ Speak to wellbeing mentor
- ✓ Speak to wellbeing lead
- ✓ Discuss in circle time (anonymously)

Classroom staffs check the worry monsters on a daily basis. Requests to speak with the Wellbeing Mentor or Wellbeing Lead are passed on each day. The Wellbeing Mentor or Wellbeing Lead will then notify the pupil of a time that they will be able to speak with them about their worries. If a pupil requests to speak with a member of their classroom staff, the staff member will find an appropriate moment to speak with the pupil regarding their worry. If a pupil has decided that they would like their worry discussing during circle time, the class teacher will ensure that this is done in a sensitive manner which does not identify the pupil.

### Staff members with a strategic responsibility

- ✓ S. P Bate – Headteacher /Safeguarding Lead
- ✓ K. Serls – Wellbeing Lead
- ✓ K. Allen – Wellbeing Mentor/Deputy Safeguarding Lead

- ✓ J. Howden – Deputy Safeguarding Lead
- ✓ K. Herd & A Reynolds – SENCOs
- ✓ N. Whitfield & H. Robinson – SEND TAs

### How do we support pupils who require additional mental health support?

A pupil can be suggested for mental health support in many ways. These include:

- ✓ **Pupil route** – use of the worry monster to seek initial contact or speaking directly with a member of staff (this slip will be photographed and put on CPOMs by staff member)
- ✓ **Peer route** – child can raise a concern by using the worry monster or speaking directly with a member of staff (this slip will be photographed and put on CPOMs by staff member)
- ✓ **Staff route** - concern to be logged onto CPOMs. Wellbeing Lead/Wellbeing Mentor will add an action for staff member to complete
- ✓ **Parent/carer route** – this may be made via email, letter, telephone conversation, wellbeing forum entry or face to face meeting. All of these will be logged on CPOMs

Following this, discussions are held between the Wellbeing Lead, Wellbeing Mentor and, where appropriate, the SENCOs to determine the best source of support for the pupil. This may include:

- ✓ Class based interventions
- ✓ Signposting parents and carers to resources to use within the home
- ✓ Targeted support delivered by our SEND Teaching assistants
- ✓ Compass Go support
- ✓ Fortis Therapy
- ✓ Educational psychology services
- ✓ School Nursing Team
- ✓ Young Minds Matter