



St Andrew's Primary School Mental health and Wellbeing Strategy



What do we mean by mental health?

“A state of wellbeing in which the a person realises his or her abilities, can cope with the normal stresses of life, work productively and fruitfully, and is able to make a contribution to his or her 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 from healthy to unwell; it can fluctuate on a daily basis and change over time.

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 our schools.

Overall aims

We are aiming to implement a strategy for wellbeing and mental health that ties together the work currently being done and implements changes that will make the most difference to staff, pupils and parents in the school community. As a school we are working to ensure that all stakeholders are able to maintain positive wellbeing and mental health in order to achieve the best possible outcomes in life. Mental health and wellbeing has been identified as a key priority for the school development plan.

We are working to:

Raise awareness and understanding of mental health issues amongst staff, parents and pupils.

Detect and support problems at the earliest stages.

Increase the level of support available to students, staff and parents by increasing links with outside agencies.

Reduce the stigma around mental health issues.

Improve signposting and awareness around how to seek help for pupils, staff and parents.

Responsibilities for implementing the strategy

Mrs Kirkpatrick and Mrs Whitaker have been appointed as pastoral leads and they will lead on this strategy within school, supported by Mr Platt (headteacher) and Mrs Clay (deputy headteacher).

Mrs Kirkpatrick and Mrs Whitaker have undertaken the Senior Mental Health Leads training in order to support them in their roles and to help deliver this strategy. They will be responsible for promoting the wellbeing and positive mental health of pupils, teachers and staff including:

- Updating parents, staff and pupils with wellbeing developments
- Liaising with outside agencies regarding wellbeing interventions.
- Ensuring staff have training opportunities for wellbeing and mental health.
- Lead on working towards the Wellbeing Award for Schools.
- Plan and create an action plan for the WAS award.
- Evaluate the progress and outcomes for the action plan.
- Signpost staff, parents and pupils towards organisations that can support mental health.
- Raise the profile of wellbeing and mental health within school by celebrating specials days such as Hello Yellow.
- Plan interventions for pupils needing help with their mental health
- Collate information from parents and teachers regarding referrals for mental health support.

How does St Andrew's promote positive mental health?

Support for all pupils, parents and staff:

- 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.
- Encourage and support the whole school community to openly discuss mental health and wellbeing.
- Provide support to all those connected with the organisation to help them develop confidence in their ability to manage mental health and emotional wellbeing, through information on the website, lessons in school and awareness days.
- Provide appropriate training and information to staff on mental health and emotional wellbeing (Place2Be Wellbeing Champions Training).
- Have named Mental Health and Wellbeing Leads who are the contact point at the school and who are responsible for co-ordination and delivery of the school's mental health and emotional wellbeing strategy.
- Embed mental health and emotional support across the PSHE curriculum.
- Hold regular staff meetings and ongoing monitoring of CPD needs.
- Hold planned INSET days throughout the year to support wellbeing.

Addressing Needs:

- Promote a culture which supports and encourages talking about mental health and wellbeing issues.
- Class teachers will identify children who are experiencing difficulties with mental health and seek support from the school's Wellbeing Lead.
- Implement a tier system for responding appropriately to mental health and wellbeing needs in pupils.

- 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 and CPOMS system following our Safeguarding Policy and for staff via 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 record their concerns using CPOMS.
- They should then discuss their concerns with the Mental Health leads and fill in a referral form for further support if necessary.
- 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.
- We promote a culture of openness so that pupils and staff can share their worries.
- Staff have a wellbeing buddy who they can share their concerns with initially.
- SLT and if needed the headteacher will discuss mental health and wellbeing needs with the individual member of staff concerned.

Mental health and wellbeing Action plan 2021-2022

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| Key Issue | Mental Health and wellbeing | | | |
| Current Position | Supporting Evidence | | | |
| <p>Mental Health lead appointed- Mrs G Whitaker and Mrs K Kirkpatrick.</p> <p>Wellbeing Warriors runs a 10 week programme each year to identified children with wellbeing needs.</p> <p>Mental health issues tracked on Cpoms.</p> <p>Extra sports at playtimes with Ed Start in place to promote wellbeing.</p> <p>PHSE/RSE programme written and implemented in all classes.</p> <p>Outside classroom available in KS1 and 2.</p> <p>Happy News- newspaper distributed and read in class weekly.</p> | | | | |
| Key Staff Involved | Kerry Kirkpatrick and Gemma Whitaker | | | |
| Intended Actions | Success Criteria and intended outcomes | √ Completed | By when | Resources/Time |
| <p>1.Mental Health Day</p> <p>7th October</p> | <p>Pop Project coming in to perform am</p> <p>Letter to parents</p> | | October 7th | Pop project booked- £350. |

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| | Children to wear uniform with Yellow to raise awareness. Class activities-positive self talk | | | Resources for positive self talk |
| 2. Questionnaire for staff and children to measure mental health and wellbeing. (benchmark) | Anna Freud centre- Questionnaire- £300 4-6, £400- 7-11 and staff survey £300 (all plus vat) Suitable for all ages? Measure Autumn, Spring and Summer. Staff questionnaire | | Autumn term | £1000 +vat |
| 3. Junior Duke- After school club 30 children KS2 (Y5 and Y6) and 30 children KS1 (Y1 and Y2) | 60 packs sent off for. Letter for parents 30 children from Year ½ (15 from each) 30 children from Year 5/6 | | Begin Spring 1 | Junior Duke Booklets £10 per child – funded by parent |
| 4. Award- WAS | E mail sent for wellbeing in school award-cost and package- to discuss with HT. Cost £1,250- Gives full access to framework, school action plan tool, technical support and visit by expert. | | Autumn 2 | £1,250 |
| 5.Training-gov funding- Place2be | Meeting attended on 23.09.21. Gov funding for only 1 member of staff to be discussed. Place to be booked with funding.-£1,200. | | When course begins. | £1200 (to be reclaimed from government grant) |
| 6. Growth Mindset- staff training and working with children-Liz and Gemma. | E mail sent and discussed educational workshops available. Staff training for Growth mindset 1 and workshops/assembly for children (year groups to be decided with HT) | | Spring 1 and 2 | Prices to vary Needs to be booked |

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| 7. Appoint a wellbeing governor-training. | Appoint a wellbeing governor (Nicola Drake?) Carnegie Mental Health and Wellbeing lead Governor-1 hour training course. | | Spring | 1 hour training. |
| 8. Wellbeing Team to support children in the playground. | Train children in questioning to support and resolve conflict on the playground. Teach games and activities to promote positive relationships and sharing on the playground. | | Spring | T shirts/bibs for children Training for children |
| 9. Continue with Wellbeing warriors sessions | Wellbeing warriors sessions for KS1, KS2 and then transition sessions for Year 6. | | All year. | |
| Procedures for evaluating impact | | | | |
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Mental health and wellbeing action plan 2022-2023

| Key Issue | Mental Health and wellbeing | |
|---|-----------------------------|---------------------|
| Current Position | | Supporting Evidence |
| <p>Mental Health leads in post- Mrs G Whitaker and Mrs K Kirkpatrick.</p> <p>Wellbeing Warriors runs 2 x 10 week programme each year to identified children with wellbeing needs.</p> <p>Place2Be funding secured and counsellor in place 2 days a week.</p> <p>Wellbeing buddies appointed for KS1 and KS2</p> <p>Class check-in boards used in each class.</p> <p>Mental health issues tracked on Cpoms.</p> <p>Mental Health Leads cluster group established.</p> <p>Extra sports at playtimes with Ed Start in place to promote wellbeing.</p> <p>Wellbeing sessions taught in Y5 through Edstart</p> <p>PHSE/RSE programme written and implemented in all classes.</p> <p>Information available on website regarding well-being</p> <p>Outside classroom available in KS1 and 2.</p> <p>Happy News- newspaper distributed and read in class weekly.</p> | | |

| Key Staff Involved | Kerry Kirkpatrick and Gemma Whitaker | | | |
|--|--|----------------|-------------|---|
| Intended Actions | Success Criteria and intended outcomes | √ Completed | By when | Resources/Time |
| 1. Mental Health Day 7th October | Pop Project coming in to perform am Letter to parents Children to wear uniform with Yellow to raise awareness. Class activities-positive Let your light shine | | October 7th | Pop project booked- £350. Resources for positive self talk |
| 2. Re-distribute questionnaire for staff and children to measure mental health and wellbeing. | Measure in Spring | | Spring term | |
| 3. Identify pupils to receive one-to-one sessions with counsellor within school. | Pupils will receive a 30 minute session once a week. SDQ completed before and after. | | Begin Aut 2 | |
| 4. Set up place to talk drop in sessions for KS2 | All KS2 pupils will have access to appointments during break and lunchtimes. | | Aut 2 | |
| 5. Well-being warriors cluster INSET | Schools from WEB cluster will attend and develop understanding of trauma informed schools. | | Aut 1 | |
| 6. Hold another Mental Health cluster meeting | Schools from WEB cluster will attend and share good practice | | Sum 2 | |

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| 7. Attend a governors meeting to share updates from school. | | | Sum 2 | |
| 8. Continue to raise awareness by celebrating special days within school e.g. Children's Mental Health week. | Plan Activities to take place for all pupils. Raise awareness with parents by sharing activity ideas for home. | | Spr 2 | |
| 9. Hold a wellbeing Yoga session for staff | After school wellbeing session for those who wish to attend. | | Spr 2 | |
| 10. Wellbeing workshops for KS2 pupils | Openview education workshops for all KS2 classes. | | Summer 2 | £894 |
| 11. Continue with Wellbeing warriors sessions | Wellbeing warriors sessions for KS1, KS2 and EYFS. | | All year. | |
| Procedures for evaluating impact | | | | |

