

We support pupils' mental health in many ways, including:

1. Creating an ethos, policies and behaviours that support mental health and resilience that everyone understands.

- By providing a safe environment, we create a secure, calm, and supportive learning environment.
- Our behaviour policy sets out to ensure that everyone; pupils, their families, staff and visitors to our school understands and adheres to school rules and expectations, and positively contributes towards making the school a pleasant, safe and productive place to learn. We recognise the effect a calm, organised and productive atmosphere has on a child's learning, self-esteem and health. We are an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.
- All staff are asked to treat children fairly and sensitively, to listen to them, and to show empathy.
- We promote open conversation and encourage pupils to talk about their feelings and build a culture of acceptance and empathy. Staff regularly check in with pupils to ask how they're doing. This can help pupils get used to talking about their feelings and know that someone is there to listen.
- Staff aim to organise life in the classroom in such a way that children always know what they should be doing and are able to work successfully at tasks appropriate to their level of ability. Within such a secure structure we are able to ensure that all children understand and can adhere to what is expected of them in terms of their behaviour and attitudes.
- We have clear routines throughout the school day. These are shared with the children and support their well-being by providing a straightforward schedule to their week.
- We make adjustments to provision to support the wellbeing of pupils, especially those who have high levels of anxiety or who struggle to self-regulate.
- We use the Zones of Regulation, a complete social-emotional learning curriculum, to teach children self-regulation and emotional control.
- We promote the development of skills and character traits such as perseverance, compassion and teamwork through the promotion of 'Character Muscles'.
- In each class we have worry boxes for pupils to share their worries with a trusted adult.

2. Helping pupils to develop social relationships, support each other and seek help when they need to

- Our PSHE curriculum provides children with the tools to build positive relationships and respect people's differences.
- The curriculum nurtures a supportive environment and demonstrates to children how to be a good friend to somebody if they need help.
- All children are encouraged to speak to an adult if they need support and are given descriptive praise for doing so.
- Peer Support: Key Stage 2 children act as play-leaders/sports ambassadors to support younger children in positive play at break and lunchtimes.
- We have mental health and wellbeing assemblies to promote resilience and self-management.
- We have a range of physical lunchtime clubs and quieter lunchtime clubs to promote mental health and wellbeing and support for pupils who find busy lunchtimes stressful.

3. Helping pupils to be resilient learners.

- Staff create a learning environment where children are not deterred by mistakes and are confident to persevere in their learning.
- Children are told how to ask for help in their learning and how to correct mistakes.
- Teachers and Support Staff provide clear feedback on children's work and model ways to up-level or correct elements of it.

4. Teaching pupils social and emotional skills and an awareness of mental health

- This is supported by our PSHE curriculum. A high quality and structured provision for PHSE will give children knowledge, understanding, and skills and help them explore and develop attitudes and values to live healthy, safe, fulfilled and responsible lives. Our PHSE curriculum supports children to manage feelings, learn about how to be healthy and safe and understand about relationships. It covers physical health, emotional health and well-being, drug education (including medicines, alcohol, tobacco, volatile substances and illegal drugs), sex and relationship education, citizenship, antibullying, safety (including e-safety and anti-bullying), personal finance education, careers and the environment .
- We also organise theme weeks which are mapped across the curriculum which complement and enrich our planned PSHE teaching programme. For example, Anti-bullying week.
- We include World Mental Health Day and Mental Health Awareness Week in the school calendar and plan activities for the whole school.
- We set ground rules, particularly when teaching sensitive topics such as Relationships and Sex Education, to ensure that pupils discuss topics with respect and listen to the views of others, as well as ensuring that pupils and staff do not disclose personal information.
- We recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues.

5. Effectively working with parents and carers

- We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting their children with mental health needs.
- On first entry to the school, our parent's meeting includes a discussion on the importance of positive mental health for learning. We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing, based on a list of risk factors pertaining to the child or family. It is very helpful if parents and carers can share information with the school so that we can better support their child.
- We provide information on mental health issues and local wellbeing and parenting programmes and have produced leaflets for parents on mental health and resilience, which can be accessed on the school website. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves.
- We organise coffee afternoon 'drop ins' for parents of children with SEND or Additional Needs. A large proportion of these are based on ways to promote positive mental health and what to do if a parent has any concerns.

6. Supporting and training staff to develop their skills and resilience

- Our staff receive mental health training, including Mental Health First Aid and guidance from the Department for Education on the health element of the PSHE curriculum.
- Leading professionals: We have a Senior Mental Health and Well Being Lead in school that is responsible for promoting wellbeing for our staff and pupils (Mrs Shields). We have a designated trained ELSA (Emotional Literacy Support Assistant), Miss Hull, who leads ELSA sessions and nurture groups for pupils, such as small group 'time to talk' social skills work, resilience skills, 'it's good to be me' groups and 1:1 check in with pupils in liaison with our SENDCos, Mrs Caldwell and Miss Farrar.
- We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need.

- All staff understand about possible risk factors that might make some children more likely to experience problems; such a physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

7. Early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services

- Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:
 - Analysing behaviour, suspensions, visits to the 'Bubble Room' for support and attendance
 - Staff report concerns about individual pupils to the Senior Leadership Team and the SENDCOs
 - Inclusion meetings for staff to raise concerns
 - Gathering information from a previous school at transfer or transition
 - Induction meetings for parents of pupils in EYFS
 - Regular meetings between the SENDCOs and external agencies such as the speech and language therapist or behaviour outreach team to identify potential mental health needs
- Staff are aware that mental health needs such as anxiety might appear as noncompliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.
- If there is a concern that a pupil is in danger of immediate harm then the school's child protection procedures are followed. If there is a medical emergency then the school's procedures for medical emergencies are followed.
- Provide Pastoral Care through interventions to support Mental Health and Wellbeing such as: Talking Therapy; Self-esteem individual and group activities; There's a Volcano in my Tummy anger therapy; Bereavement Counselling; Starving the Anxiety Gremlin nurture group.

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders.

We have access to a range of specialist services. These include:

- CAMHS (Child and Adolescent Mental Health Service)
- Mental Health Support Team (CAMHS)
- Educational Psychologist