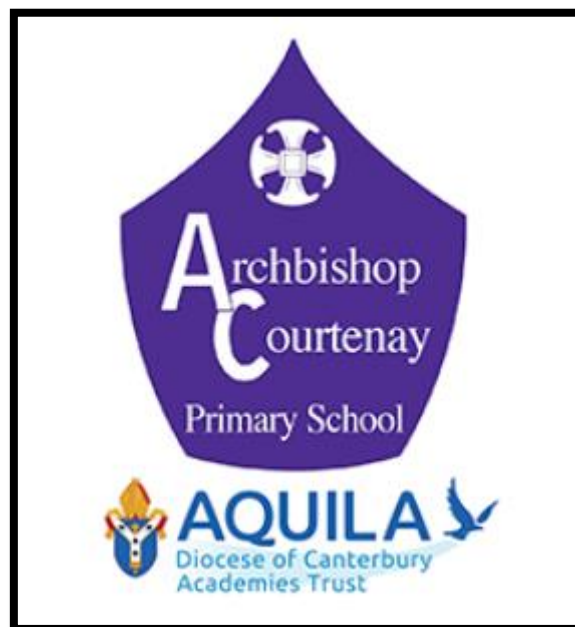


Archbishop Courtenay Primary School Mental Health Strategy 2021 - 2022

Approved by Governors: February 2022

To be reviewed: January 2023



Rationale

The emotional health and wellbeing of all stakeholders at Archbishop Courtenay Primary school is essential to our vision and values. Our intention is to nurture our children, staff and parents with kindness and compassion, to create a strong, resilient and proud community ready to learn, thrive and flourish together. 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 Archbishop Courtenay Primary School ties into our Christian distinctiveness and the award process by ensuring that we continually promote and develop the mental health and resilience of our school community. We recognise the needs and demands in our school are changing and we are committed to responding to these, 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 Archbishop Courtenay 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. We understand that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social, emotional and mental wellbeing as adults.

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 followed 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 the Senior Leadership team is key in embedding this strategy at the heart of our school.

At Archbishop Courtenay Primary School, Sue Heather our Headteacher is leading the development of our Whole School Mental Health Strategy alongside a core 'change' team which includes our Mental Health Champion, Stacey Barnes, Pastoral and Well-being Manager, Tracy Gooding, PSHE Lead, Theresa Haines, SENDCo, Grace Donnay and our Deputy Headteacher, Jodie Bond.

The school focuses on 5 key areas and these are reviewed systematically and included on the school development plan:

- Attendance
- Curriculum achievement and attainment
- Behavior
- Personal development
- SEND - SEMH

Links have been established with the school council who we have adopted as Wellbeing Champions. 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 Local Governing Body supports the work that the school is undertaking.

Principle 2:

School Ethos and Environment

At Archbishop Courtenay 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 as demonstrated by our vision;

“If you can dream it, with God’s love you can achieve it!”

As a safe haven of hope and aspiration, our richly unique and diverse children are nurtured with kindness and compassion, learning to value themselves and others.

God’s love and care guide us along our spiritual path making us a strong, resilient and proud community ready to learn, thrive and flourish together.

In the Gospel of Matthew, the Parable appears at the end of the Sermon on the Mount as follows:

“Everyone therefore who hears these words of mine, and does them, I will liken him to a wise man, who built his house on a rock. The rain came down, the floods came, and the winds blew, and beat on that house; and it didn't fall, for it was founded on the rock.”

“Everyone who hears these words of mine, and doesn't do them will be like a foolish man, who built his house on the sand. The rain came down, the floods came, and the winds blew, and beat on that house; and it fell – and great was its fall.” Matthew 7:24–27

The parable tells people to listen to his advice. Jesus takes the man who built his house on the rock as an example.

In extreme conditions the man whose house was built on a rock survived through the storm. The foolish builder built his house on sand and his house was completely destroyed in the same. Consequently, Archbishop Courtenay Primary School considers itself to be the ‘rock’ in the local community, a safe haven where all stakeholders feel valued, nurtured and loved. We encourage our children and adults to talk, listen and support one another to ensure we are ready to learn, thrive and flourish together.

Our vision underpins all that we do at Archbishop Courtenay Primary School – we celebrate our Christian character through our shared values of Aspiration, Compassion, Respect, Friendship and Resilience:

- *Aspiration – all our children to achieve no matter their starting point*
- *Compassion – cultivating an environment of kindness and love of one another*
- *Respect – to treat others respectfully and responding positively to instruction and direction*
- *Friendship – to develop emotionally and morally, learning social skills and cooperation*
- *Resilience – face difficulties and challenges, learning from mistakes and setting brave goals*

Our school policies include: Behaviour, Wellbeing, Inclusion and Safeguarding.

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

These are some examples of how it looks within our school:

- Every class uses calming music on a regular basis to support the children
- House point system to reward behaviour
- Certificates and postcards homes
- The school employs a Pastoral & Wellbeing Manager to provide support to parents and children through the day. She also provides invaluable support to staff.
- A Wellbeing Teaching Assistant works with children daily using an array of strategies to support SEMH and self-esteem
- Every class uses Zones of Regulation to support the development of self-regulation in children. Staff monitor and review the children's feelings with individual children and refer them to our wellbeing TA
- Every class has a reflective and prayer corner for children to access
- There are peer mediators at lunchtime and playtime to support pupils who are upset or who need to find a friend to play with
- Whole School Collective Worship aims to promote spiritual, moral and cultural development of all our children
- Playtime and lunchtime quiet club supports children who prefer a quieter environment
- Support for families through multi agency meetings is facilitated by our Pastoral and Wellbeing Manager
- Use of My Concern to safeguard our children
- Spiritual garden for children to sit quietly during lunchtimes

Our Mental Health Champion, along with our Headteacher have 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:

- Team building exercises

- Visits from organisations such as Fire Service, Magistrates, Family Trust, iRock, Paul Sturges, Reform, Restore, Respect, NSPCC, prevent training
- After school clubs – Art, Basketball, Football, Zumba, Science, Eco Club, EAL Club, Gymnastics, Outdoor Learning
- All pupils have access to play and lunchtime quiet club
- E-Safety 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 reflective corner
- School Nurses support the school with training on healthy relationships.
- Bikeability for KS2
- PSHE and RSE curriculum to teach children about relationships and health so they can manage their lives, understand their feelings now and in the future

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/Wellbeing Warriors
- Peer mediators to facilitate pupils in finding a friend and establishing a voice
- Pastoral staff make a strong contribution to senior leaderships' understanding of student need by being an advocate for pupils.
- Child input on learning walks with focus on supporting mental health in school
- Pupil questionnaires
- Worship Warriors lead collective worship
- Prayer and reflection area for children to wonder and reflect – creating prayers and notes
- Certificates from School Council to their peers
- House Captains to lead Sports Day

Principle 5:

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 Archbishop Courtenay 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

We have introduced opportunities for wellbeing to be discussed and shared during staff meetings, sharing ideas and strategies to support colleagues in the classroom. This is a standing item on the weekly agenda. Many colleagues have undertaken CPD in relation to Anxiety, Attachment and behaviour management. The senior leadership team completed Behaviour Support Training from Marie Gentles and this will be rolled out in the coming year, to all colleagues. The school plans to deliver wellbeing training, alongside their annual safeguarding Twilight to help 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 guidance.

Staff wellbeing

- An open-door policy of support for staff is available from the Senior Leadership Team
- 1:1 meetings offered to all colleagues
- A poster is displayed in the staffroom highlighting where staff can seek support and counselling if needed
- Dedicated days to complete planning each term
- Meeting to take place in school time where possible
- Devolved leadership strategies to involve staff in decision making
- Thank you postcards and notes
- Wellbeing buddies
- Christmas dinner
- Staffroom treats

Principle 6:

Identifying Need and Monitoring Impact

In line with our ethos of celebrating our richly unique and diverse children and the successes of the individual, we are keen to identify need in order to provide the appropriate supportive environment for pupils to learn, flourish and 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 My Concern to identify and then support need - there is an open-door policy of support for teachers with vulnerable children
- Pupil progress meetings to discuss and identify children who require additional support, monitor progress and wellbeing
- Boxhall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development
- Dedicated wellbeing team to wrap-around the child and liaise with families, colleagues and SLT
- Teacher observation and parent/child concerns raised
- Open door policy from Senior Leadership Team and pastoral team for children/parents and carers
- We regularly seek feedback from our families and pupils through questionnaires
- Visual tools to support pupils to express needs and feelings e.g. Zones of Regulation, mood octopi, mood cards, communicate and print
- Personalised plans for pupils with special education needs, planned for and reviewed termly
- Dedicated termly SEND staff meeting to discuss support and share ideas (delivered by SENDCo)
- Standing agenda items for staff meetings
- Staff training on understanding young peoples' mental health needs, attachment, anxiety
- Links to Integrated Children's Services to support families to make referrals

Principle 7:

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
- Support with common assessment framework
- Family meetings when required
- Newly established Parent Teacher Association
- Dedicated wellbeing and pastoral page on our website
- Facebook pages which shares important information with parents/carers
- Early Help multi agency support
- Transitional meetings and visits with Nurseries, Secondary Schools and Home Visits.
- Dedicated class emails so parents can contact teachers directly
- SLT meet and greet every morning and after school
- Wellbeing information in the Da Vinci Room
- Weekly newsletters

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. Archbishop Courtenay 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)
- Pastoral Team
- Attachment and Trauma support
- Drawing and Talking therapy
- Personalised learning plans
- Ravens assessment
- Boxall Profiles
- Visual
- Fegans Counsellors
- Aquila Educational Psychologist
- Circle Time
- 1:1 programmes
- Morning and after play check-ins
- 1:1 Reading sessions
- Learning Village Programme
- 1:1 key workers
- Transition support in year 6 and for vulnerable children

- DSL meetings & safeguarding protocols
- STLS involvement
- My Concern
- School nursing
- Individual workstations
- Quiet Club invitations for specific children
- Bereavement Counselling
- Young Carers

Archbishop Courtenay 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_EHWP_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>

