



Mental Health and Wellbeing Strategy

Relationships

Aim 1: To build trust in relationships through my interactions with adults and peers

Community

Aim 2: To feel safe and a sense of belonging in school

Transparent Curriculum

Aim 3: To know my strengths and where I want to rebuild my skills

Metacognition

Aim 4: To learn how to learn using HAPPY and Learning Powers

Space

Aim 5: To engage in learning

Emotional Resilience

Aim 6: To learn how to manage emotions

Hope

Aim 7: To build hope and goals for the future

3 Tiers

Holistic Support for all - Our universal offer made to all students

Focussed Support - For those who might need more bespoke support and can be managed within school

Specialist Support - For those students who may need bespoke support from outside agencies

Holistic Support for all - Tier 1

<u>Aim</u>	<u>Actions</u>
<u>Relationships</u> Aim 1: To build trust in relationships through my interactions with adults and peers	- Reach out and welcome every morning - calming activity of reading and 1:1 reading with an adult - Bespoke PSHE curriculum that reflects the needs of our children - Transition Day for every child in every year group - Affirmations based on the Cycle of Development - Sunshine boxes - Worry Monsters - PPA time on a Friday- more consistency with teachers - All staff trained in de-escalation techniques and attachment theory - Named mental health lead with senior mental health leader training - All staff trained in Mental Health First Aid
<u>Community</u> Aim 2a: To feel safe and a sense of belonging in school	- Mental Health Champions form a pupil voice group from across the school - Celebration assemblies to celebrate children's efforts and achievements over the last week - Whole school competitions and fundraising, such as Football competition and raising money for Macmillan. - Pupil groups from across the school allow for pupil voice and a heightened awareness of the community (Eg Eco Council, School Council, Sports Crew) - Weekly assemblies for reflective worship and singing - Transition documents and reflection logs sent home with children's reports - Values and Virtues Tree recognises behaviour in line with our values- celebrated at celebration assemblies - Breaktimes and lunchtimes are organised so that children stay in their phase - Visual timetables in every classroom - Co constructed class charter on first day back- transition day - Clear rules and routines- signs that remind children - Sunshine Day- Focus on Mental Health and Wellbeing twice every year - Parents invited in to school regularly, for parent lunches/ parent assemblies/ sunshine days/ performances.
<u>Transparent Curriculum</u> Aim 3: To know my strengths and where I want to rebuild my skills	- Remapped, bespoke, knowledge-rich curriculum with clear revision starters - Clear links made in lessons between what we have done before and where this builds- learning lego - English and Maths lessons every morning focussed on basic skills - Positive praise and merit system - Recognition boards in every classroom so children can clearly see how they have been recognised for their efforts
<u>Metacognition</u>	- Teacher name and refer to each learning power consistently 'What do I know about problems like this? What ways

Aim 4: To learn how to learn using HAPPY and learning powers	of solving have I used before?’ - Posters in each classroom to remind children and staff/characters in EYFS - Whole staff training programmes on metacognition - Explicit scaffolding - 7 step approach to metacognition in all lessons - 30 second script to remind children about their choices
<u>Space</u> Aim 5: To engage in learning	- Rainbow room available for all children to access - Sensory snack boxes in every classroom - Reading Hut - timetabled time for each class - Dedicated Pastoral Team and system in place for child to have a safe space to self regulate/ soothe/ talk about their feelings - Regular active breaks throughout the day - All staff trained in de-escalation techniques and attachment theory
<u>Emotional Resilience</u> Aim 6: To learn how to manage emotions	- All staff trained as Mental Health First Aiders and can identify areas of need - Our PSHE curriculum includes emotion identification, self regulation and self care strategies, as well as the link between physical and emotional health - All children to complete SDQ questionnaire on Mental Health/ Wellbeing (Stirling Wellbeing Scale/ CAMHS)- teachers aware of needs - Art curriculum emphasise how emotional expression can be portrayed through art, children practice this throughout the art curriculum - PE curriculum highlights the links between physical and mental health. PE lessons include lessons on Yoga, to highlight the importance of relaxation techniques on overall health and self regulation. - MHST- School staff trained to understand/identify EHMW difficulties, and how to access the support available - Sunshine Day- Focus on Mental Health and Wellbeing twice every year - 30 second script to remind children about their choices - All staff trained in de-escalation techniques and attachment theory - Named mental health lead with senior mental health leader training
<u>Hope</u> Aim 7: To build hope and goals for the future	- Regular letters sent home to inform parents of future planning - Whole School Project- Jigsaw of memory and aspiration for future- big or small displayed in the playground to remind children of their aspirations - Growth Mindset displays in every classroom - Metacognition - grit and resilience learning powers to get to goal - Praise, merits and superstar of the week to showcase children who are working on their goals

Focussed Support - Tier 2

<u>Aim</u>	<u>Actions</u>
<u>Lever 1 - Relationships</u> Aim 1: To build trust in relationships through my interactions with adults and peers	- Invitation club - social group which focuses on relationships and mental health (Wellbeing dominoes) - Dedicated Listening Ear with a designated adult, each day or each week - Social Intervention groups - turn taking, active listening. - Lego therapy sessions to develop communication skills and relationships. - MHST- 1:1 Person Centred Counselling in school - MHST- 1:1 interventions for low mood, anxiety, stress in school - MHST- Group interventions for Low Mood, Anxiety, Bereavement and Loss, emotional dysregulation, as well as workshops for transitions, exam stress etc. - MHST- School link practitioner who will build open, honest and friendly relationships with school staff offering consistency, consultation and critical evaluation. - MHST- Support schools to embed a relationship-based approach to inclusion and to understanding behaviour. - Discussion with the child around routine and put in place personalised adjustments
<u>Community</u> Aim 2a: To feel safe and a sense of belonging in school	- Invitation club - social group which focuses on relationships and mental health (Wellbeing dominoes) - Dedicated Listening Ear with a designated adult, each day or each week - Meet with family to explore/ discuss and agree targets to work on (Sleep routines, preparing for school) - Increased access to rainbow room - Small group teaching and reduced movement between rooms for children and adults (English/ Maths Groups) - Discussion with the child around routine and put in place personalised adjustments
<u>Lever 3: Transparent Curriculum</u> Aim 3: To know my strengths and where I want to rebuild my skills	- Solution focused questions 'What are you good at, how do you know? What else?' - Dedicated Listening Ear with designated adult - Additional fluid intervention for curriculum areas where there is an identified need - Discussion with the child around routine and put in place personalised adjustments
<u>Lever 4- Metacognition</u>	- Model the use of metacognitive language to elicit which skills the child is developing and how they are achieving

Aim 4: To begin to learn how to learn using HAPPY	it - Agreed focus on particular skill within metacognition rather than all at once. Set targets with child and monitor together - Discussion with the child around routine and put in place personalised adjustments
<u>Lever 5 - Space</u> Aim 5: To engage in learning	- Increased use of Rainbow room with designated adult as a safe space to regain composure and reduce stimulus - MHST- 1:1 Person Centred Counselling in school - MHST- 1:1 interventions for low mood, anxiety, stress in school - MHST- Group interventions for Low Mood, Anxiety, Bereavement and Loss, emotional dysregulation, as well as workshops for transitions, exam stress etc.
<u>Emotional Resilience</u> Aim 6: To learn how to manage emotions	- Fiddle resources / access to sensory snack box to self regulate emotions - Invitation club - social group which focuses on relationships and mental health (Wellbeing dominoes) - Social Intervention groups - turn taking, active listening. - Lego therapy sessions to develop communication skills and relationships. - Dedicated Listening Ear with designated adult - Personalised 5 point scale - MHST- Educational workshops for Parents to potentially explore some of the difficulties experienced by pupils as well as emotional well-being and mental health - MHST- 1:1 evidenced-based CBT-informed interventions for anxiety, and low mood (under close supervision) - MHST- 1:1 Person Centred Counselling in school - MHST- 1:1 interventions for low mood, anxiety, stress in school - MHST- Group interventions for Low Mood, Anxiety, Bereavement and Loss, emotional dysregulation, as well as workshops for transitions, exam stress etc. - Discussion with the child around routine and put in place personalised adjustments
<u>Hope</u> Aim 7: To build hope and goals for the future	- Dedicated Listening Ear with designated adult - Use Secret Garden to elicit conversation around growth and recovery - Discussion with the child around routine and put in place personalised adjustments

Specialist Support - Tier 3

<u>Aim</u>	<u>Actions</u>
<u>Relationships</u> Aim 1: To build trust in relationships through my interactions with adults and peers	- Referral to Place2Be 1:1 art therapy and counselling support - Place2Be group session led by counsellor - #Thrive referral for children who may be feeling worried, low, upset, stressed, or relationship worries. - Parenting Course from Place2Be- Fast and Slow Parenting - Parenting Courses available through MHST - Signpost to specific after school clubs for further interactions with peers - MHST- National School Link Programme (Anna Freud) workshops for staff to improve relationships with mental health services - Discussion with the child around routine and put in place personalised adjustments
<u>Community</u> Aim 2a: To feel safe and a sense of belonging in school	- Signpost to local clubs and schemes where a sense of community can be built with local programmes - Invitation Club - Signpost to #Thrive after school clubs for rebuilding belonging - Early Break Support for bereavement and loss counselling - Personalised visual timetable - Discussion with the child around routine and put in place personalised adjustments
<u>Space</u>	- Educational Psychology (RANS)

Aim 5: To engage in learning	- Place2Be counselling
<u>Emotional Resilience</u> Aim 6: To learn how to manage emotions	- Educational Psychology (RANS) - Place2Be counselling - #Thrive referral for children who may be feeling worried, low, upset, stressed, or relationship worries. - Healthy Young Minds referral for direct support for mental health - Schools Nursing Team and Chathealth for children aged 11+ - Signposting of parents to online resources- Tiny Happy People - Signposting of support materials
<u>Hope</u> Aim 7: To have hope and goals for the future	- Signpost and use https://www.winstonswish.org/ for parental support and helplines

IMPACT

Assessment against each aim:

<u>Tier 1</u>	<u>Tier 2</u>	<u>Tier 3</u>
Stirling Wellbeing Scale Self assessment against each aim Tracking on SMSC Gridmaker SMSC Portfolio	Stirling Wellbeing Scale Self, teacher and parental assessment against each aim Place2Be reports	External agency reports Self, teacher and parental assessment against each aim