



# Mental Health and Well-being Workbook 2018

The information contained in this reflects the practices of Croyland Primary School October 2018. In creating this work book, we are making public, how we ensure that our school is proactive in its response to emotional wellbeing and positive mental health. In particular, how we:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct against mental health by removing or minimising disadvantages suffered by people due to their mental health.
2. Advance positive mental health opportunities between people who share a protected characteristic and those who do not by taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. Foster an environment which promotes positive mental health and wellbeing by ensuring that school is a nurturing environment, which provides a safe space for children, staff and visitors to thrive in.

### STAGE 1: Mental Health Information

Provision for children	Provision for Staff	Provision for Parents
<ul style="list-style-type: none"> <li>• Sensory Circuits</li> <li>• KS2 Nurture Class</li> <li>• School Council</li> <li>• Safety Committee</li> <li>• Box of Thoughts/feeling boards</li> <li>• C.A.R Logs</li> <li>• Pastoral Team</li> <li>✓ -Protective behaviours</li> <li>✓ -Emotions work</li> <li>✓ -Drawing and Talking</li> <li>✓ -Peer Massage</li> <li>• 1:1 Time</li> <li>• The Hub</li> <li>✓ -Meet and Greet</li> <li>✓ -Stop, Think, Do</li> <li>✓ -Anti-bullying</li> <li>✓ -Restorative Justice</li> </ul>	<ul style="list-style-type: none"> <li>• Staffroom</li> <li>• Access to Penny Willis</li> <li>• Access to NCC Employee</li> <li>• Staff Handwork</li> <li>• Fitness after school</li> <li>• Supervision; Line Manager</li> <li>• Teacher Governor</li> <li>• Staff Code of Conduct</li> <li>• Termly TA forum</li> </ul>	<ul style="list-style-type: none"> <li>• Access to Lead Practitioner for Pastoral support</li> <li>• Access to school counsellor – Penny Willis</li> <li>• Signpost to community services (Wellbeing centre, Wellingborough MIND)</li> <li>• Parent Governor</li> <li>• Early Help Assessment (EHA)</li> </ul>

<p>-Calm Down Time</p> <ul style="list-style-type: none"> <li>• After school clubs</li> <li>• Breakfast clubs</li> <li>• Penny Willis – Counsellor</li> <li>• Lunch time activities</li> <li>• School has a nurturing ethos</li> <li>• Mental Health First Aid</li> <li>• Pupil Thinking Habits</li> <li>• PSHE curriculum that acknowledges emotional wellbeing.</li> <li>• Access to school nurse</li> <li>• Sensory boxes in every classroom, including mindfulness resources.</li> </ul>		
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## STAGE 2: Mental Health Information: An embedded Response

What evidence do we have that eliminates unlawful discrimination, harassment and victimisation and other conduct against mental health?	How do we advance positive mental health opportunities between people who share a protected characteristic and those who do not	How do we create an environment which promotes positive mental health and wellbeing?
<b>Pupils</b>		
<p>The school's core purpose reflects putting children first, creating an environment that all children can meet their aspirations and their self-worth is valued.</p> <p>The behaviour policy reflects our commitment to promoting our school values and ensuring children's self-esteem and self-worth is valued.</p> <p>Emotional health and well-being of pupils is of paramount.</p> <p>Emotional Literacy assessment</p>	<p>To support pupils, we offer a range of Emotional Well-being interventions that are decided upon as a result of undertaking the following assessments:</p> <ul style="list-style-type: none"> <li>-Emotional Literacy Assessment</li> <li>-SDQ</li> <li>-Self Esteem Indicator</li> </ul> <p>Pupils can self-refer to our school counsellor who visits the school weekly to support pupil emotional and mental health.</p> <p>The school counsellor advises the school on any referrals she receives with regard to mental health</p>	<p>Whole School Assembly/ visitors to assemblies to promote a positive mind-set.</p> <p>The PSHE curriculum has been developed to promote positive mental health in all pupils.</p> <p>Circle time/age appropriate PSHE activities.</p> <p>Voice of the pupil which is proactive in making change.</p> <p>Embedded Positive Thinking Habits</p> <p>Worry monsters/box of thoughts for children.</p>

<p>SDQ</p> <p>Self Esteem Indicator</p> <p>Pupils can self-refer to our school counsellor who visits the school weekly to support pupil emotional and mental health.</p> <p>Access to Lead Practitioner for Pastoral support is available daily and her direct work with parents enables her to support pupil/parent in crisis.</p>	<p>issues. Referrals can be made by both staff and pupils.</p> <p>Access to Lead Practitioner for Pastoral support is available daily and her direct work with parents enables her to support pupil/parent in crisis.</p> <p>Health and safety of pupils and any difficulties are discussed monthly at a pastoral/child protection meeting.</p> <p>Risk assessments are created and implemented for those pupils who have high levels of needs within SEMH</p> <p>The inclusion policy reflects school practise in ensuring all learners make good progress.</p> <p>Learning of those with disabilities is monitored closely as part of SEN Code of Practice 2014.</p>	
<b>Staff</b>		
<p>Staff handbook, Code of Conduct and whistle blowing Policy make clear expectations for individual behaviour and behaviour towards one another.</p> <p>LD will refer staff to see school counsellor who visits the school weekly to support their emotional and mental health.</p> <p>Staff have access to NCC Employee Assist if they feel it is necessary.</p> <p>Staff referred to Medigold to ensure health and well-being enables them to fulfil their role.</p>	<p>Personnel committee monitors the impact of wellbeing concerns, questionnaires and feedback from the Headteacher.</p> <p>Open door policy to leadership for worries and concerns can be expressed.</p> <p>Adaptions to staff working arrangements as necessary</p>	<p>Wellbeing Board in staff room shares positive experiences of staff and between staff</p> <p>Courteous emails sent to staff for their continued hard work and commitment to the school.</p> <p>Where child care is an issue for pupils who are not unwell – they are welcome into school to offer support.</p> <p>SLT ensure that staff attend special family event - e.g. child's assembly without this having an impact on pay.</p>
<b>Parents</b>		
<p>Lead practitioner for pastoral Support is available daily and her direct work with parents enables</p>	<p>Parents can be referred to the school's pastoral support team. This team runs a variety of different of</p>	<p>SLT - morning front of school to greet and welcome parents to school.</p>

<p>her to support pupil/parent in crisis.</p>	<p>courses which can meet their needs</p> <p>Parents and family members are encouraged to help in school and attend events and celebrations</p>	<p>Crèches for parents for meetings and parent evening/school events.</p> <p>Child Care is provided at cost through PP to support parents in a crisis</p> <p>Payment plans are available for parents to who school costs are an added worry.</p>
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### STAGE 3: Emotional Health and Wellbeing Action Plan Action Plan March 2019 – March 2021

<i>Focus</i>	<i>Which protected group will this most affect/influence</i>	<i>How will we know we have achieved the objective</i>	<i>Lead and other key players</i>	<i>Actions</i>	<i>Evaluation</i>
<p>To embed mental health and well-being into the curriculum</p>	<p><b>Invisible disability (Children)</b></p> <p><b>All Protected Groups</b></p>	<p>A greater focus on providing wave 1 mental health awareness across the school, including using mindfulness.</p> <p>Increasing staff awareness of the prevalence of mental health issues in children and how to recognize and act on symptoms.</p> <p>For the language of positive thinking habits to be part of adults/pupils emotional Literacy language</p>	<p>LD</p> <p>KJ</p> <p>JJ</p> <p>ZS</p> <p>CB &amp;</p>	<p>Staff training day provided to recognise mental health problems (29<sup>th</sup> October 2018) 1 hour session.</p> <p>Staff training session on thinking habits – recap/ introduce to new staff.</p> <p>Pupil assembly to remind pupils of thinking habits - and how we can be emotionally well.</p> <p>Celebration of Pupil Mental Health Events.</p> <p>Front display Board – positive quotes and affirmations. Introducing the zones of regulation</p>	
<p>For staff to feel confident and assured that their mental health and well-being is as important to leaders as the children's.</p>	<p><b>Invisible disability</b></p> <p><b>All Protected Groups</b></p>	<p>Increasing staff awareness of the prevalence of mental health issues and how to recognize and act on symptoms.</p> <p>School staff report that their mental wellbeing and emotional health is good.</p>	<p>Pastoral Team</p>	<p>Staff training day provided to recognise mental health problems (29<sup>th</sup> October 2018) 1 hour session.</p> <p>Create and send out a staff questionnaire</p> <p>Results to be shared with Governors – Personal Committee for discussion and action.</p> <p>Revisit questionnaire following Leadership action.</p>	