



Charlton C of E Primary School 2019 - 2022

To be reviewed: October 2022

Rationale

The emotional health and wellbeing of the Charlton C of E Primary School community (including staff, parents and pupils), lays the foundations for our ethos, vision and values. We have embedded wellbeing into every aspect of our school environment and we will continue to do so ensuring that all stakeholders within the school community are supported and valued.

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 the following:

- 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.

At Charlton, our vision for mental health and wellbeing links closely to our religious vision and values. The award process enables us to continue to promote and develop the mental health and resilience of our school community.

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 and influenced by national policy guidance within the DfE and Public Health England.
- Ensure a whole school approach to develop and deliver our Mental Health Strategy.

- 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 and local area to share good practice.
- To hold the Mental Health Strategy as an agenda item on Staff Meetings, 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 Charlton we embrace our role, alongside our families, the community and with our wider partners, in contributing to developing the emotional wellbeing of our pupils and their learning about being healthy, from a physical and mental health perspective.

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 Senior Leaders is key in embedding this strategy at the heart of our school.

At Charlton C of E Primary School, Amy Moat (Inclusion Lead/SLT) is leading the development of our Whole School Mental Health Strategy alongside a core ‘change’ team. Links have been established with the prefects in year 6 to work towards representing the children and they are the well-being 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 FLO. The Board of Governors supports the work that the school is undertaking.

Principle 2:

School Ethos and Environment

At Charlton C of E Primary, children and families 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 by as demonstrated by our mission statement;

"Transforming lives through God's embrace"

We are a place of sanctuary where we follow the teachings of Jesus to embrace, love, nurture and celebrate everyone in our school family. We encourage high aspirations for all, so that children flourish into confident, independent and reflective learners who go on to make a positive contribution to the world.

Our school community is increasingly diverse as Dover is the gateway to Europe. Through the example of the parable of the Good Samaritan, Jesus teaches us to be compassionate: to be **thoughtful** and to love one another regardless of individual backgrounds and differences. The Good Samaritan took the injured stranger to a place of sanctuary where he was cared for and he **shared** what he had by paying the innkeeper to look after the wounded man. We can also use this example to **listen** to Jesus' message, to **forgive** those who don't always do the right thing and to **patiently encourage** others to follow Jesus' good example.

"A new commandment I give to you, that you love one another; as I have loved you" John 13:34

The Parable of the Good Samaritan

A teacher of the Law came up and tried to trap Jesus. "Teacher," he asked, "what must I do to receive eternal life?"

Jesus answered him, “What do the Scriptures say? How do you interpret them?”

The man answered, “ ‘Love the Lord your God with all your heart, with all your soul, with all your strength, and with all your mind’; and ‘Love your neighbour as you love yourself.’ ”

“You are right,” Jesus replied; “do this and you will live.”

But the teacher of the Law wanted to justify himself, so he asked Jesus, “Who is my neighbour?”

Jesus answered, “There was once a man who was going down from Jerusalem to Jericho when robbers attacked him, stripped him, and beat him up, leaving him half dead. It so happened that a priest was going down that road; but when he saw the man, he walked on by, on the other side. In the same way a Levite also came along, went over and looked at the man, and then walked on by, on the other side. But a Samaritan who was travelling that way came upon the man, and when he saw him, his heart was filled with pity. He went over to him, poured oil and wine on his wounds and bandaged them; then he put the man on his own animal and took him to an inn, where he took care of him. The next day he took out two silver coins and gave them to the innkeeper. ‘Take care of him,’ he told the innkeeper, ‘and when I come back this way, I will pay you whatever else you spend on him.’ ”

And Jesus concluded, “In your opinion, which one of these three acted like a neighbour towards the man attacked by the robbers?”

The teacher of the Law answered, “The one who was kind to him.”

Jesus replied, “You go, then, and do the same.”

Our Christian values:

LISTENING, ENCOURAGING, FORGIVING, THOUGHTFUL, PATIENT, SHARING

Our school policies include: Behaviour, SEN, Anti-bullying, Accessibility, Attendance, Safeguarding, including Online, PHSE/RSE and RE.

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

We teach these values through working in teams, through our PSHE and RE curriculum.

These are examples of how it looks within our school;

- Every class uses meditation/calming music and supportive listening on a regular basis to support the children. This is also used at key times such as the lunch hall
- Every class has a reflective corner for children to access.
- Every class has a worry box
- Every child is greeted by a member of staff from their class
- Regular wellbeing checks throughout the day for children and wellbeing concerns are addressed
- There are Play Leaders at lunchtime to support pupils who are upset or who need to find a friend to play with
- The school employs a Family Liaison Officer to provide support to parents and children through the day. She also provides invaluable support to staff
- School Worship and in class support promote the use of 10-a-day choices for mental health throughout the school
- Extra-curricular activities, resources and interventions, such as Lego club, cycling, outdoor learning and arts and crafts are provided for children.
- Staff have completed a range of wellbeing related CPD activities and participated in wellbeing discussions in staff meetings
- Support for families through multi agency meetings is facilitated by our Inclusion Lead and FLO

Our Mental Health Champion is our Inclusion Lead who has the responsibility to stay informed of national guidance and strategies regarding mental health.

Principle 3:

Curriculum Teaching and Learning

We know that a child's emotional wellbeing is central to their progress at school, (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 our 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;

- School nurse, Educational Psychologist, LIFT, Local and MAT SENCo and FLO forums
- Working in teams
- All pupils have support to access play including opportunities for outdoor learning
- Extra-curricular opportunities and activities are available
- Worship to support children so that they know how to keep safe
- Building Learning Power (BLP)
- Curriculum resources such as Jigsaw to enable children to express themselves

- Whole class support to allow children to understand their feelings and when they need to access the reflection area

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
- Play Leaders facilitate pupils in finding a friend and establishing a voice
- Pupil voice e.g. on Teams and through subject leader monitoring
- All staff make a strong contribution to senior leaderships' understanding of student need by being an advocate for pupils.
- Jigsaw for children lessons for the whole school
- Working in Teams is implemented discreetly in Early Years and KS1, and within the curriculum in KS2
- Active Listening – encouraging children to take ownership in their learning by asking the teacher to clarify vocabulary, speak louder/slower, etc
- Child input on learning walks with focus on supporting mental health in school
- We are able to access information from charities such as Young Minds (www.youngminds.org.uk) for young people's views relating to their mental health, support and what they have found helpful.

Principle 5:

Identifying Need and Monitoring Impact

In line with our ethos of celebrating diversity, our sanctuary award and the successes of the individual, we are keen to identify the children and parents' needs in order to provide the appropriate supportive environment for pupils to thrive. We aim to identify children and young people with mental health needs as early as possible.

These are examples of how it looks within our school;

- Use of chronologies to identify and then support need - there is an open door policy of support for teachers with vulnerable children
- Teacher observation and parent/child concerns raised
- Open door policy from Senior Leadership Team and FLO for children
- We regularly seek feedback from our families and pupils through questionnaires, emails and phone calls
- Visual tools to support pupils to express needs and feelings eg fans, I need help cards, thumbs up/down, etc
- Provision Plans for pupils with special education needs are planned for and reviewed three times a year with teachers, parents and pupils
- Whole class provision plans are reviewed termly (objective led planning for year R)
- Staff training on understanding young peoples' mental health needs, attachment, anxiety.
- Links to Integrated Childrens Services to support families to make 'requests for support'

Principle 6:

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 high emphasise on working in partnership with parents and carers and offer support and resources to families.

These are some examples of how this looks in our school;

- FLO
- Food bank
- Support with referrals
- School – family meetings when required
- Friends of Charlton
- A range of information is available on the school website
- Early Help multi agency support e.g. Family Intervention Workers, School Nurse, Children's Centres, Baby Bank, Front Door services
- Transitional meetings and visits with Nurseries, Secondary Schools and Home Visits.

Principle 7:

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 Charlton C of E Primary School we place the wellbeing and development of staff as a high priority. We believe 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

In the last year staff have received a variety of training opportunities in order to support and help the children and families e.g. ACEs training, Team Teach and Mental Health First Aid. This is greatly helping 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 it.

Staff wellbeing

- An open door policy of support for staff is available from the Senior Leadership Team
- A poster is displayed in the staffroom highlighting where staff can seek support and counselling if needed.
- A counselling/Supervision service is used within school

(See appendix 1)

Principle 8:

Targeted Support

The school recognises that many behavioural and emotional difficulties can be supported within the school, with advice from external professionals. We understand that some pupils may need more intensive support at times. Charlton C of E 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;

- Educational Psychology and STLS access
- Incredible 5 Point Scale
- Lego Therapy
- FLO
- Team Teach
- Targeted and child specific interventions

Charlton C of E 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>

Goals	What We Have Achieved/ Where We are Now	How We Know This/ Key Evidence	Next Steps/Further Desired Outcomes
Objective One – The whole school is committed to promoting and protecting emotional wellbeing and mental health by achieving the wellbeing award	All staff are committed to Mental Health and it is now a formal part of the SDP and will be reported to governors. SLT and staff meetings agenda have a well-being section weekly and new policies have been drawn up and ratified that specifically address mental health and well-being. Staff are able to access mental health training annually.	SDP Annual report to governors on well-being SLT and staff meeting agenda & minutes Policies.	Continued questionnaires for all stakeholders so that a current picture of wellbeing can be gleaned. Summary reports for each group to reflect current views
Objective Two – The school has a clear vision and strategy for promoting and protecting emotional wellbeing and mental health, which is communicated to all involved with the process	The vision statement is linked to our school values and is on the website. Provision is regularly reviewed and adapted as needed. Well-being is part of Pupil Progress meetings where needs are discussed and actions arise. Risk factor staff meeting completed by staff (appendix 2)	School website School Newsletters/letters Pupil Progress Meetings	Updated policy audit ensuring that well-being is highlighted, specifically in Behaviour, Curriculum, SRE, Safeguarding. Consider that subsequent newsletters have a section which states 'you asked for... we did...'

	Policy audit has been completed to highlight policies linked to WAS and SIAMs.		
Objective Three – The school has a positive culture which regards the emotional wellbeing and mental health as the responsibility of all	<p>Sanctuary Award Awareness Raising Days e.g. Fantastic Fred INSET completed on Wellbeing Awareness raising activities have been via the pupil worry boxes in classes for children & Jigsaw scheme of work. For parents by the use of Forms to give feedback and recommendations. To staff via implementation of new policies detailing well-being. Accountability framework drawn up and shared with staff.</p> <p>Wellbeing Champions are working to support pupils well-being on the playground as well as school buddies.</p>	<p>Pupil worry boxes in classrooms. Reflection corners Jigsaw teaching resources & PSHE books. Microsoft Forms. Policies Accountability Framework shared with staff.</p>	<p>Hold coffee mornings for parents (Covid allowing).</p> <p>School council to hold meeting discussing well-being.</p> <p>Ensure school buddies are more visible with specific clothing (Covid allowing)</p>
Objective Four The School actively promotes staff emotional wellbeing and mental health	<p>There is a clear staff well-being policy in place which is reviewed annually.</p> <p>Dedicated resource is given to well-being (See Appendix 1)</p>	<p>Policy</p> <p>Staff are able to communicate how the school supports their well-being.</p>	<p>Ensure wellbeing remains as a staff meeting agenda point each week.</p>
Objective Five The school prioritises professional learning and staff development on emotional wellbeing and mental health	<p>All staff undertake training relating to mental health and well-being. Staff meetings include check ins for well-being.</p>	<p>CPD log Staff meeting programme overview.</p>	<p>Identify future training needs and next steps for staff. Continue Appraisal process</p>

<p>Objective Six</p> <p>The school understands the different types of emotional and mental health needs across the whole-school community and has systems in place to respond appropriately</p>	<p>SLT have wellbeing as a standing agenda item and a summary report on wellbeing is given to governors annually.</p> <p>School uses MyConcern to record pupil needs and weekly pastoral meetings identify concerns, patterns and next steps.</p> <p>The school works with a number of outside agencies to support mental health and well-being.</p> <p>Newsletters and website are used to signpost families to support.</p> <p>FLO</p>	<p>My concern records</p> <p>Pupil Files</p> <p>FLO call log and notes</p> <p>SIMs record of referrals and outcomes</p>	<p>Continued CPD e.g. nurture uk training</p>
<p>Objective Seven</p> <p>The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health</p>	<p>Learning walks of environment</p> <p>Feedback regarding pupil voice.</p> <p>Wellbeing pupil champions are in place.</p> <p>Feedback from parents is taken via online forms and polls.</p>	<p>Minutes of meetings from Wellbeing champions</p> <p>Forms</p> <p>Pupil voice gathered</p>	<p>Wellbeing champions to present to School Council</p> <p>Coffee mornings to be re-established following on from pandemic.</p>

<p>Objective Eight</p> <p>The school works in partnership with other schools, agencies and available specialist services to support emotional wellbeing and mental health</p>	<p>Inclusion Lead and FLO have connections with many agencies and these are set out policies and their logs of actions and outcomes.</p> <p>Links with PE e.g. diverse sport and vista twistas</p>	<p>SEN Policy</p> <p>My concern records</p> <p>Pupil Files</p> <p>FLO call log and notes</p> <p>SIMs record of referrals and outcomes</p>	<p>Explore further sporting opportunities for pupils from vulnerable groups</p>
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