

The Pinvin Federation of Schools



Mental Health and Wellbeing Statement

January 2021

The purpose of this guidance is to inform all stakeholders and the wider community of how we as a Federation support the mental health of both our children, staff and parents currently and our plans for developing and improving our practice.

What is mental health and how to we support at the Pinvin Federation?

At The Pinvin Federation, we recognise the importance of supporting the emotional health and wellbeing of all of our pupils, parents and staff. We are committed to ensuring that all members of our school are scaffolded in discovering and enhancing both new and existing abilities, are able to confidently manage what is required of them in order to perform at their best and are scaffolded in making positive contributions to our school and wider community.

The support that we are committed to provide in order for our children and staff to maintain positive mental health is underpinned by the World Health Organisation (WHO), who define mental health as "a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community".

The responsibility all staff have for ensuring the positive mental health of all pupils is reinforced by the Department for Education (DfE) who recognise that 'in order to help their pupils succeed: schools have a role to play in supporting them to be resilient and mentally healthy'.

Leading members of staff

In our school, we believe that it is everyone's duty and responsibility to support the mental health of our children and staff. However, we do have a group of staff with particular experience and qualifications when supporting our vulnerable children. These include:

<u>Mental Health First Aiders</u>	<u>Safeguarding Team</u>	<u>Inclusion Team</u>
Sandra Jennings	Charlotte McSwiney	Charlotte McSwiney (Pastoral and Inclusion Lead)
Lucy Smith	Sandra Jennings	Amy Rowley (SENCo)
Rob Pugh	Nicola Harvey	Laura Barker (SENCo)
	Rachel Henrick	Jenna Greenfield (PFS Pupil Premium Lead)
	Julie Groves	Lucy Smith (SNMS Pupil Premium Lead)
	Rebecca Suckling	Rebecca Suckling (Agency and Family Liaison)
		Claire Peplow SEND specialist teacher

		Helen Zaynchkovsky (SALT/SEN support)
		Kerry Sinnett GRT Liaison

Why is maintaining mental health important?

We understand that throughout our lives children and adults may encounter various events or situations which cause their mental health to be affected. We see mental health and mental illness as part of a 'spectrum' and that a person can fluctuate depending on the situation they find themselves in on a daily basis. We take a life-course approach to mental health because good mental health begins in infancy.

- 20% of adolescents may experience a mental health problem in any given year.¹
- 50% of mental health problems are established by age 14 and 75% by age 24.²
- 10% of children and young people (aged 5-16 years) have a clinically diagnosable mental problem³, yet 70% of children and adolescents who experience mental health problems have not had appropriate interventions at a sufficiently early age (www.mentalhealth.org.uk)

Ofsted guidelines state that:

'In order for schools to gain good status pupils must 'enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships.'

'To be outstanding schools must enable students to be able to 'make informed choices about healthy eating, fitness and their emotional and mental wellbeing'.

The new framework recognises that it is important to continue to support individual students with specific behavioural and mental health needs but there is also a need to create a culture that fosters emotional wellbeing and resiliency within the school.

Ensuring a whole school approach

A whole-school approach involves all parts of the school working together and being committed. It needs partnership working between senior leaders, teachers and all school staff, as well as parents, carers and the wider community.

A whole-school approach is about developing a positive ethos and culture - where everyone feels that they belong. It involves working with families and making sure that the whole school community is welcoming, inclusive and respectful. It means maximising children's learning through promoting good mental health and wellbeing across the

school - through the curriculum, early support for pupils, staff-pupil relationships, leadership and a commitment from everybody.

Why we have a whole school approach in line with the 8 principles



<p>Curriculum, teaching and learning</p>	<p>Collective worship, our school values, the PSHE scheme (Jigsaw), RE and PE curriculums, carefully matched curriculum and differentiation where appropriate, yoga clubs, educational trips, providing structure and routine, brain breaks, intervention at the point of learning, mindfulness, adopting a multi-sensory approach, pre/post interventions, clear expectations, daily mile, CEOP - online safety, watching news round, wellbeing lessons built into all teaching, flexible teaching if needed, PSHE outside of the classroom, diverse curriculum, forest school, mindfulness activities, meditation, police visits, anti-bullying week, house system, sports, internet safety, educational trips, recovery curriculum, daily mile, maths on the move. Intervention groups, Inclusion Class</p>
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Student Voice	Pupil parliament, eco club, worry boxes in classrooms, talk partners, friendship buddies in and across year groups, Mentor links, sports captains, mental health journals, prayer trees, reflection areas in classrooms, school newspaper, pupil parliament, in class discussions, class assemblies, addressing issues quickly, opportunities with choices of activity, Head Boy/Girl, House Captains, peer support, opportunities to talk, named mentors, pupil surveys, eco council, year group assemblies
Staff Development	Opportunity to take part in a Level 2 Mental Health course, CPD opportunities, strong team ethos, regular training/meetings, staff given opportunities to progress - work to strengths, training (online), staff are supportive and are encouraged to develop, policies, sharing teaching and practice, inclusion of staff, allowing staff to try ideas, opportunities to develop professionally, given responsibilities, regular updates, in depth knowledge, staff meetings, NPQ's promoted to all who wish to apply
Identifying need and monitoring impact	Cause for concerns identified quickly, good communication, Safeguard reporting system, maintaining relationships with parents, children encouraged to talk, staff are intuitive and observe well, follow up conversations, strong communication links with other settings, quality first teaching, TA's can intervene if they notice a child who needs time out, recognising all chn, IPM's, chn able to express emotions, recognising behaviours/external pressure, positive marking, reviewing, reflection, liaising with staff and other agencies, good relationships, liaison books, telephone logs, SEMH support, recovery curriculum, availability of support, staff surveys, wellbeing checks with colleagues.
Working with parents/carers	Open door policy, GRT bus and liaison, positive relationships maintained, parent voice, parents evenings and workshops, celebration assemblies, home school liaison/communication books, rewards and praise, phone calls, food parcels, texts, calls, approachable staff, food boxes, postcards home, wraparound care, home/school communication, weekly Newsletters, events e.g. Abbey, Greek Day, outside agencies, trip support, parents evenings, open evenings, inclusion team, transfer, phonecalls through Covid, GRT support, SEN/EHCP support
Targeted support	Mental health support - mentor links, time given to talk to individuals, breakfast club, yoga, relax kids, lego therapy, dare to dream, time to talk, 1:1 interventions, external agencies, extra-curricular opportunities, HLTA support, POD / Nest, TA's, Pastoral programmes with teachers, feeling

	<p>fans, emotion booklets, IPMs, mental health journals, group support work, social groups, food parcels, resources, meetings in house, mentor links, EIFS, FFD, Virtual schools, CAMHS, safeguard, contact with feeder schools, Mental health flow chart, Mental health scheme, Inclusion classroom</p>
<p>Ethos and Environment</p>	<p>Open, honest environment, zone boards, celebration assembly, welcoming, calm classrooms, values are displayed, relationships, outside environment is well used, all stakeholders are listened to, resources to support learning at every level, gem jars, gold boxes for 'gold' behaviours, teaching Christianity and other beliefs is embedded into our curriculum, everyone has a voice, positivity displays, worry boxes, targeted assemblies, mistakes are seen as part of the learning process, inclusive, POD, developing school grounds for learning, e-praise, values, celebration CW's, walk and talk, reflection zones, behaviour policy, safeguarding policy, resilience embedded into learning</p>
<p>Leadership and Management</p>	<p>Open door policy, check in support and trust between each other, communication, time, listen, staff voice, invest in people at all levels, consistency, staff contribution valued, organisation of academic year, leaders listen, daily support, an ethos which allows for growth, willing to change for the better, open and caring, team building, time and support, training, approachable, welfare of all, website, policies, positive role models, sharing of information, managing workload/work-life balance, monitor/review regularly, governors check on Senior leaders</p>

How our school values impact our approach to mental health

Our school values underpin all that we do in school and are particularly relevant when addressing children's and staff's mental health.

Wisdom

Education at our schools is tailored to cater for all of our children. All children are seen as individual learners and wisdom is bestowed on them through a range of different teaching methods and styles. This enables all children to progress and gain wisdom in a way that is most suited to them via creative and engaging opportunities which promote and encourage a sense of life - long learning and essential life skills children will need in the future.

Joy

Through a range of creative and exciting learning opportunities, children are supported in developing a 'joy' of learning, whether this be through independent, paired, group or class work. This joy and love of learning is extended beyond the classroom through educational days and residential trips as well as through the range of extra-curricular activities that are offered. Learning, success and individual achievements are something we want to celebrate always within the Federation.

Community

For us, it is important that we play a key role in supporting not only our immediate school community but also the wider community, which our school is a key part of. We have entertained local people with our singing at our annual carol service as well as singing in our local town and visiting a care home. All these events have helped raise money to purchase essential school items or to donate to others who are less fortunate. We provide open days, parent workshops, handbooks, newsletters and other various communications to keep in touch with the Community. We also have strong links with the Church and support the Community through our Christian values. We regularly update our social media pages and during the recent lockdown and for a substantial amount of time afterwards, we arranged and delivered food packages to our vulnerable families.

Hope

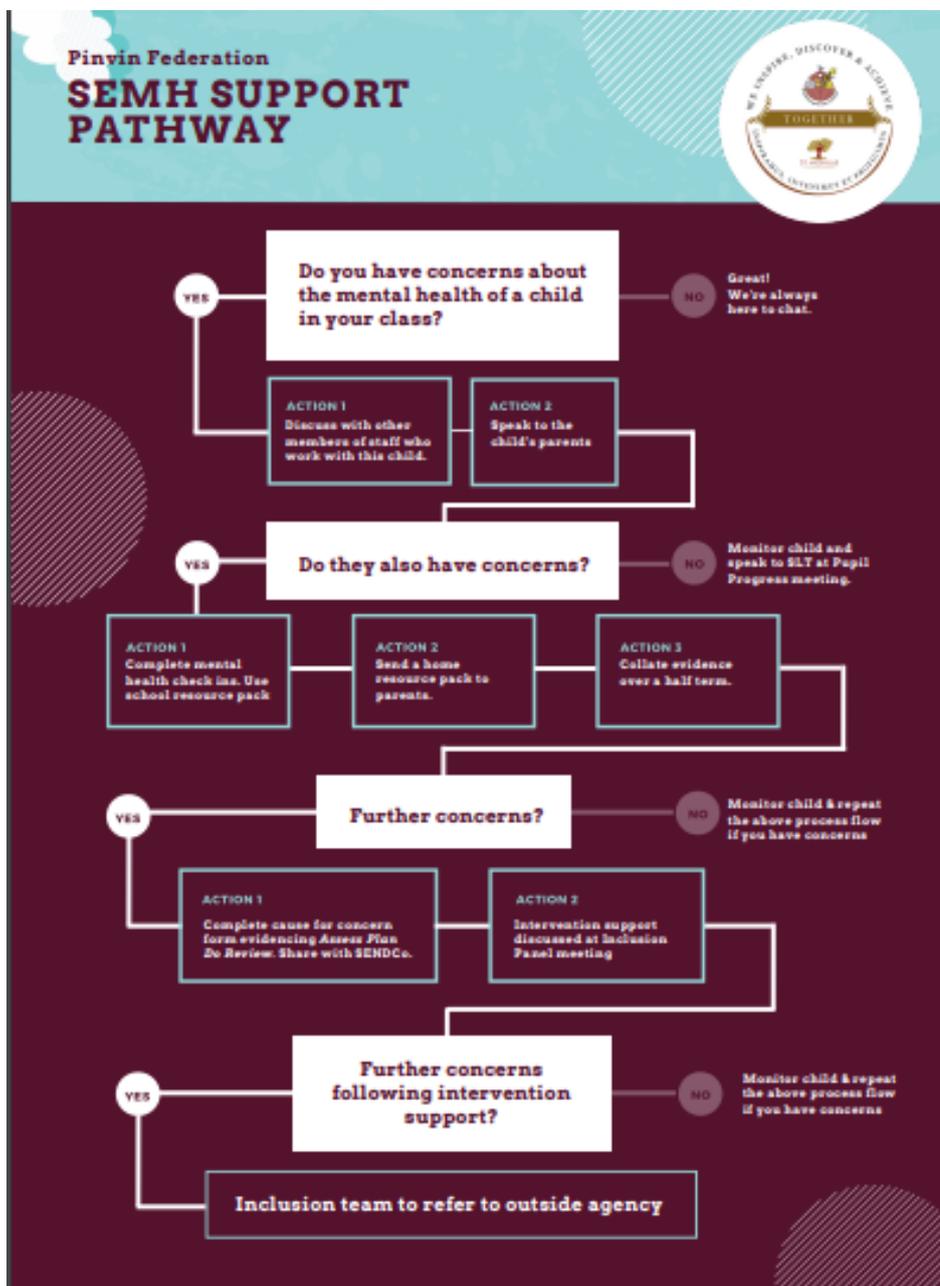
We actively encourage and support our pupils with aspiring towards their hopes and dreams for the future. We hope that all lessons are inspiring children to want to work in these fields of work. In PSHE and Collective Worship, children are given more of an opportunity to discuss their future dreams and are supported in working towards achieving these. Our curriculum is designed to help children succeed and experience a wide range of opportunities and build up essential skills for everyday life. In Year 7, we support children through being part of a careers hub and we invite professionals into school to talk to the children about future careers.

Peace

In our school all children are taught to show respect to their peers and staff. From this mutual respect, we believe that peace prevails. Through our curriculum, children are taught about the importance of peace not only within our school community but within our wider community and the world. Our values, RE teaching and PSHE scheme help children to become more responsible citizens and to gain further understanding of different faiths and cultures in our society. Children are taught to respect others and listen to different points of view.

Supporting and training staff - recognising signs and symptoms of poor Mental Health

All staff know how to recognise the signs and symptoms of mental health issues.



These signs and symptoms include, but are not limited to:

- Persistent sadness — two or more weeks
- Withdrawing from or avoiding social interactions
- Hurting oneself or talking about hurting oneself
- Talking about death or suicide
- Outbursts or extreme irritability

- Out-of-control behaviour that can be harmful
- Drastic changes in mood, behaviour or personality
- Changes in eating habits
- Loss of weight
- Difficulty sleeping
- Frequent headaches or stomach aches
- Difficulty concentrating
- Changes in academic performance
- Avoiding or missing school

The SEMH Support Pathway above has been developed by our Inclusion team and supports staff in supporting and reporting children in their class whose mental health they are concerned about.

Assessment/monitoring and Evaluation

An action plan has been created with our next steps based on recent findings. The mental health of all pupils is monitored daily by staff who are continually picking up on signs and using their professional judgement as well as the pathway above to identify, support and report any concerns. Reported concerns are recorded on 'Cause for concern' forms and/or on Safeguard. These concerns are then analysed by the appropriate person/group and feedback is given on how the child can be supported further. These children will then continue to be monitored.

The mental health of children and staff is also collated through the use of mental health surveys, individualised assessments and external professionals. These are then responded to / acted upon accordingly.

Covid Addendum:

What we have done since 23rd March 2020 and are continuing to do in order to support children, staff and parents mental health during the pandemic:

- Weekly phone calls (and often more frequently if needed and to vulnerable pupils) to provide support to children and parents during lockdown
- Deliver food and work packs to families in need throughout lockdown. Food deliveries also continued throughout the summer holidays with vouchers currently in place. Signpost families to Pershore foodbank.
- Provide daily in school learning for key worker / critical worker children and those with an EHCP throughout lockdown

- Teachers provide feedback via Google Classroom to ensure that children still feel connected to school
- Leadership have reviewed remote learning guidance and the support and delivery of teaching on Google classroom means that children are highly supported and the work is of high quality and meets their needs. They can ask questions, hear / see their teacher.
- Celebration assemblies - pre recorded and the postcards home to parents.
- 2 weeks of transition at the start of the academic year to ensure that children had a chance to talk about their experiences and share any concerns about the past or the future as well as feel settled and content within their new class and to assess gaps in learning to be able to support children effectively
- PSHE lesson (based around the Jigsaw recovery package) every day for the first 2 weeks which was based around COVID 19 and their experiences and the experiences of others providing opportunities to share experiences and talk.
- Hygiene routines and procedures explained visually and verbally and enforced clearly to ensure that all children felt safe within school
- Mental Health pathway developed to ensure that staff are confident in reporting and supporting mental health concerns
- Mental health scheme bought into to ensure that TA's are equipped with the knowledge to support children who staff identify as needing support
- Lucy Smith assigned Mental Health Lead across both schools to work alongside the Federation Headteacher and the Inclusion team in supporting children, parents and staff and reviewing practice to measure impact
- Lucy Smith signed onto a Mental Health First Aider course (postponed until January 2021)
- Jim Kehoe and Jo Coote employed as pastoral mentors to support different mental health concerns through a range of nurture based activities
- Mental Health training session on an INSET day in September 2020 to discuss what we do already and what our plans/hopes for the future are in regards to supporting the mental health of both the children and staff resulting in this document.
- World Mental Health Day celebrated with activities taking place across the school during Collective Worship time to encourage children to talk and share thoughts and hopes for the future
- 17 staff across the Federation completed the 'Understanding Children and Young Peoples Mental Health' Level 2 qualification before lockdown (organised by Lucy Smith)
- Staff encouraged to contact SLT if they have any concerns
- Staff Whatsapp group set up to support and convey messages quickly
- Staff and parents were/are emailed/text updates regularly
- Newsletters highlight any key messages and celebrate children's work
- Recovery curriculum to support children and ease them back into the classroom so that they are confident in their learning - regular year group meetings
- Concerns regarding certain children's learning updated weekly by year teams so that children can be monitored (shared with SLT)

- Transition packs to SEN children in summer term in order to support transition
- Secure relationships built with anxious/vulnerable children transitioning to our school (during the summer term and in some cases during and throughout academic school)
- Mid-term reports to parents as parents evening could not take place
- Liaison and video tour to support children coming up to Middle school or Reception in September
- Parent evenings planned via zoom/