



Fremington Primary Mental Health Strategy

Supported by Devon's Early Help 4 Mental Health Programme and the Schools Development Support Agency 2018

Policy Information

Statutory/Non-Statutory: Non-Statutory
Approved/Reviewed by: Teaching & Learning Committee
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Rationale

National view

“Evidence tells us that good mental health is essential for children to learn and achieve” *Heads Together ‘Whole School Approach’*

As a nation we are increasingly aware of the numbers of children young people and adults who experience periods of mental ill health, and the fact that this can limit their opportunities to reach their potential and contribute to society.

National NHS and Government policies are now being formed to begin to address this situation through improvements to education.

The National Institute for Health Care Excellence is clear in its advice to schools, that developing a ‘Whole School Approach’ to promoting mental health has shown clear benefits in contributing to the wellbeing of students. This approach goes beyond teaching and learning and pervades all aspects of the life of the school (Promoting children and young people’s emotional health and wellbeing).

Local view

Our parents want their children to be happy, safe and well educated through a love of learning with hope for their future.

Some of our students would like to learn more about how to manage stress, difficult feelings, and how to know about their mental health in the same way as they are learning about their physical health.

Our staff would value learning more about how they can directly influence and impact on a mentally healthier environment within which young people can work, learn and thrive.

Governors fully support this evolving strategy and its policy. They let us know that they are behind a whole school approach and this is a high priority and fundamental to any learning environment.

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 students and their families, stakeholders, partner agencies in statutory and charitable organisations and the local extended community.
- Connect with our partner schools in our local community to share good practice.
- To hold the Mental Health Strategy as a standard agenda item on Senior Leadership Team and Governor Meetings.

We will;

- Ensure that this Mental Health Strategy and its Policies complement all other current school strategies and policies.
- Review the Mental Health Strategy annually.
- Ensure there is clear learning on our curriculum regarding emotional wellbeing and mental health across all key stages.
- Produce a summary of implemented delivery, outcome and next step developments annually.
- Ensure our Mental Health Policy connected to this strategy is available on our website.

Here at Fremington Primary we embrace our role, alongside our families, the community and with our wider partners, in contributing to the developing emotional wellbeing of our students and their learning about being healthy, from a physical and mental health perspective.

“Promoting children and young people’s emotional health and wellbeing: A whole school approach” suggest using an Eight Principles Approach.

We have chosen to use this Eight Principle approach to develop our school Mental Health Policy and evidence it in action.

However, in line with the EH4MH added value, our Eight Principles include our links with our community and national contributions to our children’s developing mental health and wellbeing.

We have chosen an additional section that aims to highlight our chosen forms of **communication** and information sharing.

This policy is developed in response to our pledge in the Mental Health Strategy. It is guided by Public Health England’s key documents outlined at the end of this document.

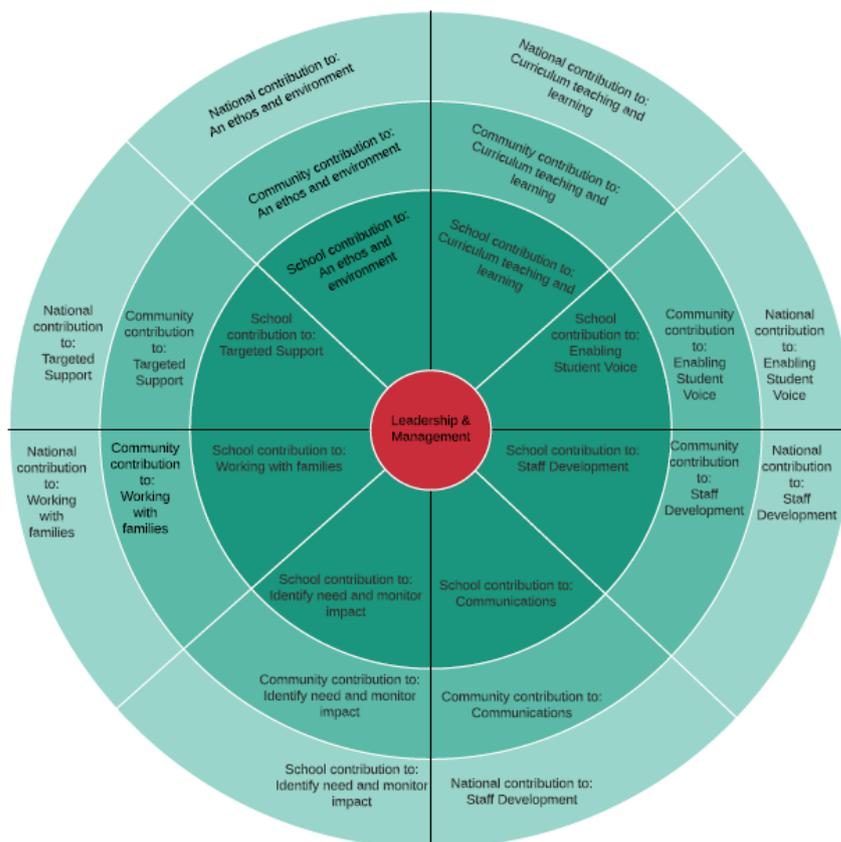
Principle 1:

Leadership and Management

At the core of these Eight Principles is Leadership and Management. Their commitment and drive are key in embedding this policy at the heart of our school.

At Fremington Primary and Nursery School our SENCO is Melissa New, Safeguarding Lead is Ian Blair and Mental Health Champion is Julie Williams whose role is to lead the development of our Whole School Mental Health Strategy. She has established a Mental Health working group, with support and oversight by the Senior Leadership Team and Board of Governors. We have now appointed a specific role of Mental Health Champion within our Governing Team.

Below is the EH4MH's 8 Principle approach including the added value of considering community and national contributions to each principle, and with the additional **Communication** Principle.



Community and National Support

Senior Management have been working closely with our partners in the specialist NHS & DCC funded **Early Help 4 Mental Health** team and the Schools Development Support Agency programme: *"Building a whole school approach to mental health."*

Principle 2:

School Ethos and Environment

At Fremington 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 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;

School

The sharing of our mission statement, which is:

Wellbeing

At Fremington Community Primary & Nursery School we work together to create a school that is caring, inclusive and celebrates learning for life.

Community

We are kind and caring, coming together to celebrate differences, where everyone has a sense of belonging.

Skills for Learning

We have curiosity and motivation to become active, independent thinkers who are not afraid to make mistakes and embrace opportunity.

Curriculum

We foster the love of learning for a lifetime: we want to equip our children with the skills and knowledge for the future through a rich, diverse and creative curriculum.

Our school values reflect this: aspirations, empathy, challenge, team work, embracing diversity, resilience, kindness

Our school policies including: Behaviour, Anti-Bullying, Inclusion, Safeguarding.

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

These are examples of how it looks within our school;



In addition to this we also have:

- Promotion of Mental Health, in Mental Health Week.
- Mental Health Ambassadors.
- Presentations to students and families, school displays and the modelling of the 10-a-day choices for mental health.
- A whole school Thrive approach and use of the Family Room and student support area, that allows students to take some time out of learning.
- We promote Growth Mindset language and the '10 a day for good mental health' through **Normal Magic**, and enable student's learning to foster resilience and self-efficacy.
- We have a whole school focus on anti-bullying week. These initiatives consider how bullying impacts on mental health.

- We encourage outdoor learning opportunities through forest school, outdoor education days, outdoor classrooms, residential trips. We believe this supports confidence, self-esteem, community and team building, a sense of achievement, pride and fun, all of which impact positively on mental health.

Community

These are some examples of how it looks within our school that we are proud of;

We have forged links with our local faith community, who in turn contribute to assemblies, as well as linking with both groups and individual students.

We have also made links with local elderly members of the community in a residential home.

We are beginning a project to develop pen-pals at one of the Residential homes in Fremington.

Nationally

We are actively embracing the 'Time to Change' campaign to bring an end to the stigma and discrimination faced by people who experience mental health problems.

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 (*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 as well as through targeted subjects such as PSHE.

These are examples of how it looks within our school;

School

We use the Thrive approach across the whole school (www.thriveapproach.com) and have several fully trained practitioners who are able to provide bespoke support to children.

We provide training for staff to support Mental Health, as well as developing systems to support families on an informal basis. As a school we celebrate Children's Mental Health Week.

We have a growth mindset approach and develop children's skills of resilience and seeing failure as a way that we learn.

Exercise – There is a strong link between good physical and mental health. In our PE lessons we explore this with our students. We also promote 'ten a day' physical activity time.

We provide Forest School sessions to support children who have low self-esteem.

Impact Days provide students with whole day's experiences of mental health awareness. For example we celebrate world Mental Health Day which included assemblies as well as in-class activities and sessions.

We provide a range of after school clubs to promote exercise and wellbeing for children including surf club, golf, gymnastics, choir, guitar, pirate club, football, chess club and more.

We provide mental health education through our PSHE curriculum as well as bespoke support from our Mental Health Champion, Julie Williams. In addition to this we use support from our School Community Nursing Team.

Community

Wherever possible we incorporate the resources of community services to enhance our curriculum's delivery of mental health promotion. For example we invite the fire

service, beach lifeguards and RNLI into school to talk to the children about staying safe.

We are proud of our partnership with EH4MH, a local health service, and their support in developing our school's mental health awareness. Their introduction of the Living Life to the Full and We Eat Elephants programmes have been a successful part of enhancing students' understanding of how to look after their own mental health.

We take part in inter school sports events such as multi-skills, tennis and athletics.

We regularly invite parents into school both formally and informally- we share and celebrate children's achievements.

We have a Year 6 residential that focuses on broadening children's horizons through experiencing life in a big city. In addition to this we have a residential for younger children which encourages children to challenge themselves physically and take part in team building activities.

Nationally

Although not directly embedded in curriculum content, each class is given time to take a break- teachers are aware that children need time to move and refresh themselves. This has had a very beneficial impact on student engagement in lessons. 'Take ten' exercise sessions, Go Noodle, Fun fit and 'Time to move' all support children's physical activity.

Principle 4:

Student voice

Involving students 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 (*Promoting Children and Young People's Emotional Health and Wellbeing*). We are committed to providing structures that allow students to play an active role in developing a mentally healthy school.

These are examples of how it looks within our school;

School

Schools Health & Education Unit (SHEU) or other well-being surveys give us a broad overview of children's mental health. We aim to do this survey with our pupils in 2019

House Captains Team

Pastoral staff make a strong contribution to senior leaderships' understanding of student need by being an advocate for children.

Our House Captains promote mental health amongst the student population.

Our school promotes students in all clubs and activities to have a voice in how the clubs run, how the clubs interface with the school, and students can promote the clubs within the school.

We have an active and vibrant curriculum and have a focus 'multicultural week' or enrichment week each year, giving students opportunities for hearing and encouraging student's voices in drama, singing, debating, dance and visual art projects.

House Captain led assemblies with vertical tiering.

We offer a 'meet and greet' for identified children who struggle with coming in to school.

Children are part of the interview panel for new teachers.

Within Circle time, staff create an environment that encourages all students to share their views and experiences and these are valued and feed into school improvement.

Community

We encourage our children to participate in other focussed or general groups relevant to their needs, such as: young carers (carewise) Balloons or other local

Bereavement organisation group such Peter's Dragon and FIG, DV support through 'Free to Be Me' and attachment based mentoring.

Nationally

Pupils contribute to Ofsted surveys during the inspection process.

Principle 5:

Identifying Need and Monitoring Impact

In line with our ethos of celebrating diversity and the successes of the individual, we are keen to identify need in order to provide the appropriate supportive environment for children to 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;

School

This prompted Fremington Primary school to consult with the EH4MH team who were able to support staff to provide some targeted information and resources to the student year group that helped them find positive ways of managing their emotions.

We regularly seek feedback from our families and students through questionnaires.

We monitor and screen children's speech and language skills, we provide Thrive sessions for identified children. We have 1:1 mentoring sessions for children with mental health problems. The SENCo provides bespoke coaching for teaching staff on how to support children in class.

The school run family drop in's 3 times per week for any parents and carers who need support. This is now being extended to pupils at lunchtime where they can speak to the mental health champion at lunchtimes.

We work alongside families using Team Around the Child and Family approach, so there is a united approach from home and school which is bespoke to the individual family.

As well as extra transition support for pupils, we also provide support for parents who may be anxious about their children transitioning to a new class/ school.

All staff are given regular training on how to identify signs that a student may be experiencing a mental health difficulty. We have a referral system for external agency support and support parents in online referrals.

We openly encourage students to let staff know when they have concerns, we provide a variety of ways for students to seek help; worry boxes in every classroom, checked daily by the teacher. For those young people in our Secondary school, there is an open door policy with the Pastoral Team rooms, as well as a 'let us know' box where students can write a message. Through our Mental Health Ambassador Team, we are currently developing ways to promote students reaching out for help.

Community

As a school we work closely in partnership with our community colleagues to ensure we are actively identifying student mental health needs and monitoring the

effectiveness of our actions and support. As part of our commitment to supporting students we employ a mental health champion.

We work closely with secondary settings to provide support for vulnerable pupils through specially organised visits and shared meeting times.

Our THRIVE practitioner works closely with THRIVE organisation to ensure assessment and monitoring are being used effectively.

National

Being part of the SHEU survey network helps the school have a better understanding of pupil's behaviour and perceptions of the school environment.

The Pastoral Team and Mental Health Champion will be using 'Measuring and Monitoring Children and Young People's Mental Wellbeing: A toolkit for schools and colleges' (Public Health England and Evidence Based Practice Unit) for information on appropriate tools to measure impact of interventions.

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 students 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;

School

Parent drop in sessions three mornings a week

Parent Support Advisors and Inclusion worker

Referral process for parents needing Early Help/ FIT (family intervention) team support or for referral to children's centres for children under 8.

We are hoping to run Timid to Tiger; this is a programme designed to support parents to help their child approach life more confidently, and learn to tolerate their worries and fears.

A Parent/ Carer area on our website with useful online and local resources.

The 10-a-day choices for mental health parent workshops, provided in school by EH4MH.

Evidence shows that being part of a community and feeling a sense of belonging is good for our mental health. We provide information and signposting about support services for mental health on our noticeboards outside the Senco office.

Community and National

We provide information to parents and help sign post them to appropriate support and advice through the information on our website which is regularly updated as well as offering advice sessions with our Parent Support Advisor.

We signpost to support from the Family Intervention (FIT team) for vulnerable families

We have links to the local church, through provision of collective worship and visits to the church

There are several online resources and information from national charities and organisations regarding mental health and well-being. Details are provided on the dedicated parent page of our school website.

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 Fremington 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 students.

Principle 7 is split into two sections; the first is how staff are provided with the knowledge and understanding of students' wellbeing and the second looks at how the school supports the development of staff wellbeing.

These are examples of how it looks in our school;

Staff training

In the last year all support staff have received training in mental health delivered by; EH4MH, Babcock Educational Psychology Team. This is greatly helping the school develop a much deeper understanding of mental health which is helping us break down stigma and bring about whole school culture change.

Staff wellbeing

We have taken steps to reduce teacher workload eg we refined our marking and feedback system to allow teachers time to respond with verbal feedback.

We consult with staff about measures we can take to improve their mental health and well-being.

We have provided a refurbished staffroom with better facilities for staff.

We make time to talk to staff and students, which encourages the importance of being able to talk about what is going well and any struggles.

Using and modelling the 10 a day positive choices for mental health as a whole school approach (for staff and students).

Staff can access the Devon County Council Wellbeing and Counselling service.

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 students may need more intensive support at times. The Devon 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;

School

Our SENDCO team have recently introduced a system that has freed up some of their time to be available to children and parents, to support students and staff better meet the needs of individual's emotional wellbeing. Combined with individual sessions between the Senco and class teachers, this approach has been really helpful in identifying early signs of difficulties in students and being able to quickly identify specific interventions to support students in school.

An example of this is; a pupil was identified by the inclusion lead worker who was struggling with anxiety and mental health issues. She now has weekly support and is happy and coping well in school.

To name all of our interventions would be a very long list, here are some examples that have been identified as really helpful by our student and parent voice;

- Forest school.
- School Parental Support Advisors.
- Thrive approach across the school and targeted support for individuals, including a THRIVE room for children who need a space for calming down.
- Lunch time mentoring / club for children having a difficult time.
- Mentors for vulnerable children.
- Developing a Sensory room which all young people can access as needed / Using sensory strategies from Occupational therapy (when an individual child has had a sensory assessment), such as balance boards.
- Calm box in each classroom / sensory integration equipment available / sensory area in every classroom so that children can take themselves there during the lesson if needed, with a timer / different types of sensory area, e.g., 'caves,' across the school.
- 'Just Breathe' video for children to explain about relaxation, especially useful for primary age (from www.mindfulschools.org). Used in children's mental health week and to support children who are worried about SATs.
- We have developed a school garden that was established in consultation with our school counsellor to provide a calming safe space for staff and students.

- Meet and greet for identified students
- Fun fit morning intervention for identified children

Community

- At Fremington Primary School we work closely with our Community Colleagues in Health and Social Care.
- Please look on our website for an extensive list of resources and initiatives we link with to offer targeted support, listed under 'Who to talk to, if you're worried', below are some of those students and parents have really found helpful.
- We have provided a school-based counsellor who is trained to support children's mental health and also issues such as loss and bereavment.
- Social, Emotional, Mental Health, Wellbeing and Behaviour Team (Previously the Behaviour Support Team) provide consultation and advice to all school staff around identified individual student's needs.
- Linking with EMTAS - Ethnic Minority and Traveller Achievement Service where required. They have recently provided training in promoting diversity and equality for teachers.

There are many national resources and services outlined on our website

Principle 9:

Communication

In Fremington Primary School we identify that clear and robust systems of communication both within the school and into the school community, are key components to providing a mentally healthy school.

These are examples of how it looks within our school;

School

In line with our school ethos, we are always thinking of diverse ways of promoting good communication, in enabling and encouraging students and staff to feel more comfortable to communicate feelings and seek help when they need it. We use a wide variety of approaches including; non-verbal systems such as class dojo, the worry tree, worry monsters and worry dolls for selected children, internet communication via emails our website and social media.

We communicate within the staff group through staff and departmental meetings and emails, including having mental health as a standing agenda item at staff meetings so that staff are aware of what support is available within school. This includes refreshers of key themes / training topics.

We communicate to our students through whole school/ Key Stage/ house or whole school assemblies and within classes.

Support Staff have received training in communication by EH4MH.

We inform all parents of the school's obligations and responsibilities to safeguard children during their information session when their children start at the school.

Staff are aware of school processes for flagging up which students are particularly vulnerable and ensuring the right support is given in school and sought outside of school where relevant, this process of responsibility is reinforced in staff meetings.

Community

The school website has links of 'Who to talk to' for a range of different issues, with information relevant to students and parents.

We communicate to our parents through our website, newsletters, class dojo, emails, parent teacher evenings, information evenings & the PTFA facebook page.

Support staff have accessed EH4MH training, which encourages ways to talk about mental health and how young people are feeling, which can be used over the breadth of young people's experiences.

National

We use resources from national organisations visually in the school, via display boards, website and newsletters.

We promote 'Take 10 Together at School' – tips for staff on how to start the conversation, by Mental Health First Aid (www.mhfaengland.org/img/Take_10_Together_at_School).

We promote Childline – help line and online resources (www.childline.org.uk).

We promote the NSPCC campaign Pantasauras/ Let's Talk Pants (www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/).

The Devon School's Mental Health policy 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 EHWB draft 20 03 15.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWB_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>

Actions

What needs to happen?	When?	Who?
Establish regular mental health working group meeting	Termly	JW, LK, MN, IB, CD
Display ten a day around the whole school and on website A3 size	November 2018	JW
To begin daily drop ins for children and ensure they all know where and when- where is the 'safe space' in the school- add to newsletter	November 2018	JW/ MN
Developing 'calm boxes' for each class- need boxes and resources to go in- ask for donations.	January 2019	JW/ LK
Investigate running Tame to tiger training in our school	November 2018	Clare Gilpin
'Healing' or safe space in school- how can we develop the family room more??	January 2019	Working group
Is mental health is in the school improvement plan/ 3 year strategic plan	November 2018	LK (and put in word project too)
Developing 'meditation and mindfulness sessions with Year 6 children	January 2019	OB, TD, JW
Developing playground buddy system	January 2019	JW, JL, OB, TD, CD
Investigate jigsaw PSHE curriculum resources	November 2018	CD, TD, LK, JW
White t shirt day- all children write positives about each other on the te shirts	Mental health week	JW, LK
Contact DHK- reinstate the dog visits	March 2019	LK
Involve House Captains in the Mental Health week	Feb 19	JW, SB
'Measuring and Monitoring Children and Young People's Mental Wellbeing: A toolkit for schools and colleges' (Public Health England	Easter 2019	JW/ LK?

and Evidence Based Practice Unit)		
Add a section to the website on mental health signposting support	February 2019	MN, JW
Develop a system for monitoring mental health and identifying children who may go 'under the radar'	Easter 19	MN, JW, LK