



Trinity School

CofE VA Primary & Nursery School

Trinity C of E VA Primary and Nursery School Mental Health Strategy

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

**"Learning through faith, we dream, believe and
achieve"**



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

Insert feedback from Governors, Parents, Teachers and Students here.

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 realizes 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 Diocese as well as 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 RELP/local community to share good practice.
- To hold the Mental Health Strategy as a standard agenda item on Senior Leadership Team and Governor Meetings.
- To ensure that mental health remains a priority as part of our SLT monitoring programme as well as instrumental in our performance management cycle.

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 Trinity C of E VA Primary and Nursery School 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.

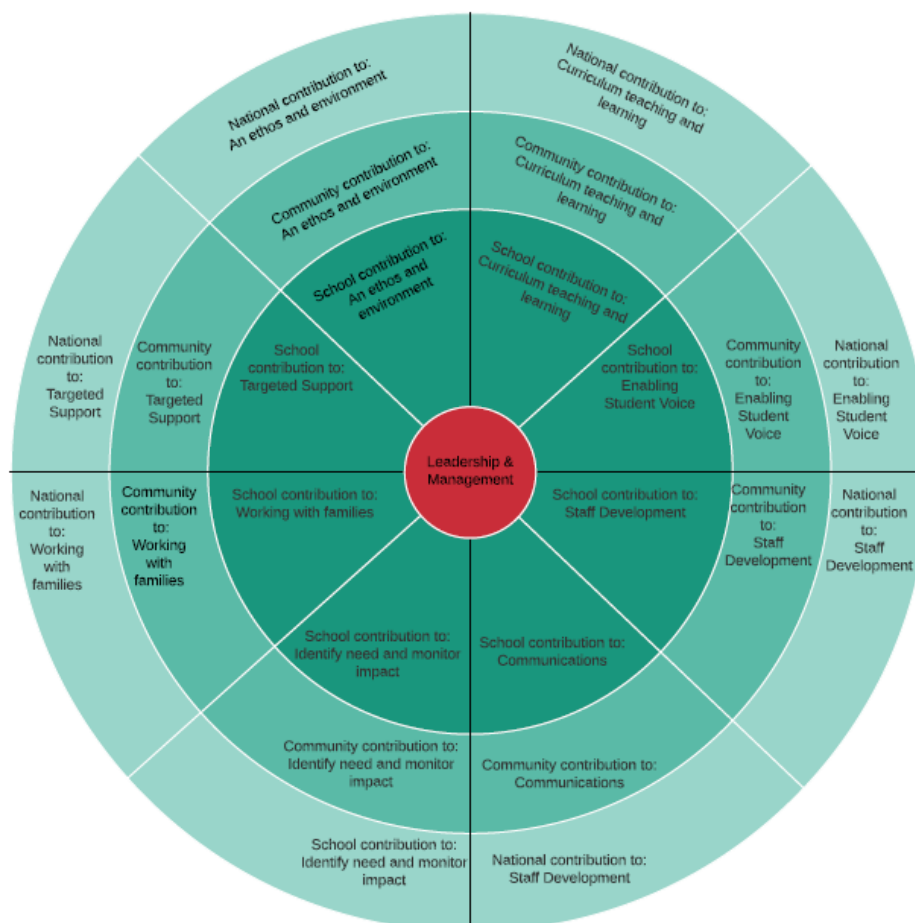
Principle 1:

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 Trinity C of E VA Primary and Nursery School Josie Ronson, Mental Health Champion is leading the development of our Whole School Mental Health Strategy. She has established a Mental Health working group represented by both staff and students, 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.*" Embedding these strategies early in the life of the school sets the tone for well-being and mental health as a guiding principle and core part of the very essence of Trinity School.

Principle 2:

School Ethos and Environment

At Trinity C of E VA Primary and Nursery 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 intrinsic embedding of our ethos and values are central to our 'every day working' and are reflected in everything we do.

Providing an education which is distinctly Christian while following the national curriculum.

We have adopted a religious education curriculum which includes teaching about the world's major faiths and encouraging understanding and respect for other faiths, beliefs and practices.

We promote a caring approach to teaching, encouraging good behaviour and developing a sense of right and wrong. Above all, we'll seek to recognise the special gifts of each individual.

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

These are examples of how it looks within our school;

Our school learns through faith and within this our community dreams, believes and achieves together.

Staff members work in partnership with our parents through the Newsletter, Tapestry and inclusive learning experiences such as the story cafes.

Our school is not only a welcoming educational space it is also where Trinity church meet. This dual function means that the very nature of our school is all encompassing and brings together faith and academia in harmony within a growing community.

We are running anxiety workshops for parents alongside EH4MH and provide a space for thought, prayer and a listening ear for our parent body.

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.

All staff have regular supervision with a teaching buddy and has the chance to talk through any issues, concerns or projects they would like to explore further.

We have a mental health champion on the Governing body and they have regular contact with the school and its children to ensure that mental health is constantly being prioritized.

We encourage outdoor learning opportunities through forest school, outdoor education days and using our beautiful outdoor classroom space. We believe at Trinity that this supports confidence, self-esteem, community and team building, a sense of achievement, pride and fun, all of which impact positively on mental health.

We have implemented a range of lunch time clubs to ensure that all children feel safe and happy during the lunch break. Clubs include a, "get away from it all club", chess, ocarina club with our music specialist, lego wall, football and the chance to sing and dance.

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 business and often perform at ikea as well as at the community centre in the heart of our Newcourt family.

We run workshops for parents alongside EH4MH on anxiety and encourage parental participation in discussion concerning the mental health of our children.

We work closely with our local police force who come into school and talk to the children about their role in the community.

We would love to expand on our community links and as the new development grows around us we hope to establish and forge strong bonds locally. We would also love to work alongside Young Devon as well as continue our relationship with EH4MH and create links with the wider Exeter community.

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 and PSED.

These are examples of how it looks within our school;

School

There is a strong link between good physical and mental health. In our PE lessons we explore this with our students. We employ two external P.E specialists to teach sport and this is enjoyed weekly by all students.

Music and creativity also have an integral role at Trinity and these enrichment opportunities provide our children with the space and freedom to be innovative. Mrs Loft is our music specialist working alongside all year groups to instill a love of music and celebrate joy at Trinity.

Mindfulness is actively promoted and used in lessons with brain breaks, yoga, Mojo, Go Noodle and a culture of play running through the heart of everything we do.

Whole school assemblies celebrate our community and the achievements made by our children. We seek to lift each and every child's voice and appreciate the diversity, love and respect we have here at Trinity C of E VA Primary and Nursery School.

We provide mental health education through our PSHE curriculum and have just bought into, "jigsaw" which provides plenty of opportunities for children to reflect, discuss and access talk about a range of topics.

Pupil conferencing and pupil voice is embedded throughout our teaching and learning, providing our children with an opportunity to feel listened too and valued.

P4C is being introduced at Trinity encouraging children to talk about the, "big questions" they have and explore them in a safe and nurturing environment this will run alongside our jigsaw programme.

Community

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

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 forge strong connections within the local community and have held, "Grandparents tea parties" to extend our family beyond the school gates.

Nationally

After a recent student survey we responded to the positive feedback from students asking for helpful resources for managing stress and introduced students to initiatives such as Headspace, Calm and Breath apps. Although not directly embedded in curriculum content, each class is given time to take a break and recharge their emotional batteries. This has had a very beneficial impact on student engagement in lessons.

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

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

We have an active and vibrant art centred curriculum which gives students opportunities for hearing and encouraging student's voices in drama, singing, dance and visual art projects.

Student led assemblies.

Circle time creates an environment that encourages all students to share their views and experiences.

Community

This is an area we are looking to develop and would love to work alongside Young Devon to provide our young people with opportunity to develop this.

We aim to also establish close bonds with our secondary schools to provide our Year 6 children with the smoothest possible transition.

Nationally

We access information from Young Minds (www.youngminds.org.uk) for young people's views relating to their mental health, support and what they have found helpful. This is co-ordinated and kept up to date by our Mental Health Ambassador Team.

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 students to thrive. We aim to identify children and young people with mental health needs as early as possible to prevent them developing.

These are examples of how it looks within our school;

School

The schools Safeguarding policy outlines the duties and responsibility of school staff for safeguarding the young people in our care at Trinity. The school works closely with the Multi Agency Safeguarding Hub and Children and Young Peoples Services to achieve this.

As a school we are rigorous in our recoding of any concerns about a child using the CPOMs online system for tracking and monitoring incidents.

Staff are aware of the school processes for flagging up any children that are particularly vulnerable and ensuring that the right support is given in school and sought outside of school where relevant.

Staff are aware of FIDOS and the number of the duty CAHMS practitioner is displayed in all classrooms and the communal staff room space.

The SEN register is used effectively to ensure "My plans", EHCPs and other systems of support are regularly updated and used.

Pupil Premium children are identified early and support is given through the use of breakfast club and after school club as well as monetary subsidies and other means of support.

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.

National

The Pastoral Team and Mental Health Champion use '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

The Grandparents tea party is held to encourage community links across the age range.

From 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 have recently started an initiative in school where parents are invited to come along to our forum sessions to have a voice about our school community. This has proven to be highly successful and provides fantastic feedback for us to build on. This is what our parents had to say about Trinity Cof E VA Primary and Nursery School:



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.

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 & Well Being

'Well-being 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 Trinity C of E VA Primary and Nursery School we place the wellbeing and development of staff as a high priority, believing all school staff place 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

By promoting supervision our staff are able to reflect on individual young people's mental health and particular themes, as well as promoting culture change across the whole school.

Our inset day was centred around coaching and how to have supportive but productive conversations with members of your team or peers. This is linked to our supervision time and promotes well-being in all members of the team.

We have been working alongside several external agencies including Babcock and EH4MH to provide a well rounded and holistic education for our children.

Performance management linked to well-being and staff development. Three members of staff are on the NPQSL training and are rolling out projects aimed at moving the school forward. Two out of the three projects are mental health focused.

Staff wellbeing

We have a staff support group that promotes and organises team building through various activities, and having fun, across all staff.

We have an embedded culture recognising that sometimes it's okay to say, "things are not okay".

We have a strong line manager system in the school so everyone knows who is their point of contact if they need support.

Weekly learning walks conducted by SLT are a means of providing positive feedback and open up discussion about practise and provision.

As a school we take the OFSTED guidelines concerning workload seriously and are always looking to reduce this for our teachers.

Friday pastries are provided by SLT and shared between all staff during briefings.

Staff have access to sports facilities and equipment to help them maintain their physical health.

A culture of being able to share successes and points for development has been instilled and this openness allows for a positive outlook for moving forward.

The Governors pay for weekly yoga sessions with an external qualified yoga instructor.

We have Christmas Shopping days for all staff to recognise their commitment and safeguard mental health.

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. Trinity C of E VA Primary and Nursery 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 SLT has recently introduced a system that has freed up some of their time to be available in class, to support students and staff better meet the needs of individual's emotional wellbeing. All members of SLT teach and work alongside staff members and children in a hands on and front line basis helping to identify children who are struggling with their mental health.

An example of this is; students being identified as experiencing anxiety that is impacting on their learning, strategies being offered to the teaching staff and parents being offered the 'From Timid to Tiger' parent programme.

Forest school is being established and our school environment has been designed to encourage environmental awareness and an appreciation of nature.

Our SENCO works closely with practitioners and children to ensure that the correct intervention is being delivered in a succinct and targeted manner.

We provide a subsidised breakfast club and after school club for our children and their families who need some additional support.

Play based learning is integral to our school and the curriculum. Children's learning is interest led and tailored to meet the needs of every individual across the age range.

P4C is being introduced across the school and this will provide a further opportunity for pupil voice and reflection.

Some of our group rooms are being developed into “Family rooms” whereby parents can retreat if needs be and talk to their child’s class teacher in comfort.

Community

At Trinity C of E VA Primary and Nursery School we work closely with our Community Colleagues in Health and Social Care. We access consultation with EH4MH to think about individual children’s emotional health and wellbeing needs.

We have commissioned a local charity to provide a school-based counsellor.

We are in the process of developing a partnership with our School Nurse and Parent Support advisor who are co-delivering the From Timid to Tiger parent programme. This will be offered to parents of children presenting with heightened levels of anxiety in school.

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.

We aim to work with the Boys to Men Project (aiming to reduce the numbers of young men who become perpetrators of domestic abuse, with research and free resources on www.boystomenproject.com).

Emotional Logic –free session from Babcock for primary and secondary schools, focusing on helping students manage feelings and move forward in their lives with strength and resilience will be accessed and staff members given feedback.

There are national resources and services outlined on our website

Principle 9:

Communication

At Trinity C of E VA Primary and Nursery School we identify that clear and robust systems of communication both within the school and reaching out 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. Tapestry is used as a means of communicating directly with parents as well as our newsletter, parent forum, PTA and noticeboard.

We communicate within the staff group through meetings and emails, including having mental health as a standing agenda item at staff meetings so that staff are aware of any children that may be struggling.

Parents evenings are child centred and maintain an open and honest dialogue between school and home. Staff and parents establish strong relationships and work together in the best interest of the child.

Some members of staff have received training in communication by both Mental Health England, and 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.

Community

The school website has a section based on well being and offers some advice to parents and carers who need a helping hand.

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

Some staff have accessed EH4MH training, and are encouraged to access Consultation & Supervision, this 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. Being part of the RELP the consultation and Supervision process will take place alongside other schools accessing the EH4MH programme.

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/).

Heads Together - promoting the benefits for mental health of talking about difficult things (www.headstogether.org.uk).

Time to Change – movement to end mental health discrimination (www.time-to-change.org.uk).

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_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>