



**Branscombe CE Primary School, Broadhembury CE Primary School,
Farway CE Primary School, Littleham CE Primary School and
Woodbury Salterton CE Primary School**

Mental Health and Wellbeing Policy and Implementation Strategy

Due for review: Autumn	Reviewed by Executive Headteacher during	Head teacher signature	Chair of Governors signature
2021	September 2021		
2022	November 2022		
2023	November 2023		

Policy Statement

We use the World Health Organisation's definition of mental health and wellbeing.

"Mental Health is 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".

In our federation our Christian Vision shapes all that we do. The core of the Church of England's vision for Education is underpinned by the belief that education should support human flourishing, or 'fullness of life'. This should equip children and young people in their understanding of who they are, why they are here, what they desire and how they should live. The vision also puts emphasis on a rounded education which should equip young people with strong foundations that will carry them through into adulthood. Our federation has phrased the Church of England's vision in the following ways;

The Jubilee Hub – 'Be who God meant you to be and you will set the world on fire'.

The Pebblebed Hub – 'Inspiring one another to live Life in All its Fulness'.

In addition we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole federation approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing procedures we can promote a safe and stable environment for pupils affected both directly and indirectly by mental health and wellbeing issues.

We aim to;

- Remain informed, inspired and influenced by national policy guidance within the DfE, Diocese and National Institute for Health Protection (Public Health England).
- Ensure a whole federation approach to development and delivery.
- 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 our partner schools in the Federation, local learning communities and across the Devon 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 Policy complements all other current school strategies and policies.
- Review the implementation of this Mental Health Policy annually.
- Ensure there is clear learning on our curriculum regarding emotional wellbeing and mental health across all key stages.

- Produce a subject leader summary of implemented delivery, outcome and next step developments at least annually for governors.
- Ensure this Mental Health Policy is available on our website.

Scope

This document describes the federation's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our Administration of Medication Policy in cases where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

The policy aims to:

- Promote positive mental health and wellbeing in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of poor mental health and wellbeing
- Provide support to staff working with young people with mental health and wellbeing issues
- Provide support to pupils suffering mental ill health and their peers and parents/carers

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of pupils. Staff with a specific, relevant remit include:

Katie Gray – Executive Headteacher (Deputy Designated Safeguarding Officer)
 Tom Paddon, Jemma Harvey-Jones, Ashleigh Tubbs – Heads of Learning and Designated Safeguarding Officers
 Jo Poslett – Littleham Pastoral Worker (Deputy Designated Safeguarding Officer).
 Natalie Richards – Wellbeing Lead

Any member of staff who is concerned about the mental health or wellbeing of a pupil should follow the usual safeguarding procedures – talk to the Designated Safeguarding Officer of the school and log on CPOMS. The DSL will then liaise with the Wellbeing Lead or Pastoral Worker as appropriate.

If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by the SENDCO with support from the Pastoral/Wellbeing Lead.

Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receives a diagnosis pertaining to their mental health. These would be written by the Pastoral/Wellbeing Lead and SENDCo and involving the class teacher, pupil, the parents and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

Teaching about Mental Health and Wellbeing

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

As well as the planned PSHE curriculum there will be regular short opportunities for children and staff to support the 10-A-Day approach during the school day e.g. taking a break, breathing techniques, Growth Mindset activities, mindfulness colouring, Daily Dashboard time etc. Pupils will have a Mental Health workbook or folder to keep their ideas and activities in.

We will follow the PSHE Association Guidance¹ to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community.

We will display relevant sources of support in communal areas and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum and in school newsletters. Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring pupils understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

Warning Signs

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with Pastoral/Wellbeing Lead Teacher, or our SENDCOs Ms Carrie Goodwin or Miss Jemma Harvey-Jones or any of the Designated Safeguarding Leads.

¹ Teacher Guidance: Preparing to teach about mental health and emotional wellbeing URL= <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and> (accessed 02.02.2018)

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Managing disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should follow the usual Safeguarding Protocol. They should listen, rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'. Staff should not ask leading questions.

All disclosures should be recorded on CPOMS or on a safeguarding record form. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation

This information should be shared with the Designated Safeguarding Lead who will liaise with appropriate staff and agencies and decide on next steps.

The same confidentiality protocols will be kept as with any safeguarding disclosure.

Working with Parents

Where the DSL deems it appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Who should be present? Consider parents, the pupil, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and record the meeting on CPOMS.

Working with All Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will (also see strategy section below):

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents – on the school website
- Share ideas about how parents can support positive mental health in their children through regular sections on our newsletters and information on the website
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular Child Protection training in order to enable them to keep pupils safe.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils, or wider situations such as Covid Recovery needs.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with Katie Gray (Executive Headteacher) who can also highlight sources of relevant training and support for individuals as needed.

Our Strategy for Mental Health Education and Support

Within the Jubilee with Pebblebed Federation we embrace our role, alongside our families, the community and with our wider partners, in contributing to the developing emotional wellbeing of our pupils and their learning about being healthy, from a physical and mental health perspective. We are also mindful of ensuring we support and encourage staff well-being.

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

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

In line with EH4MH our Eight Principles include our links with our community and national contributions to our children’s developing mental health and wellbeing.

This Policy and Strategy is guided by Public Health England’s (now National Institute for Health Protection) key documents outlined at the end of this document.

Core Principle :

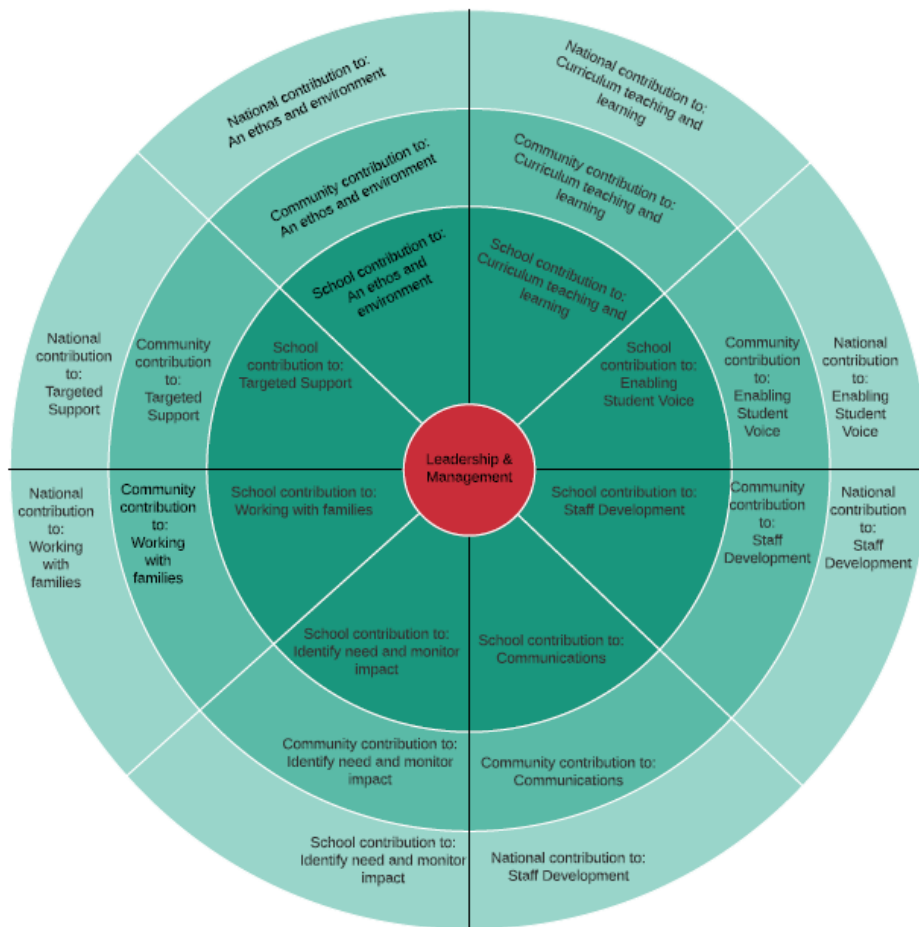
Leadership and Management

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.

Within The Jubilee with Pebblebed Federation we have a Mental Health Team to lead the development of our Whole School Mental Health Strategy. Membership of this is Jemma Harvey-Jones (Head of Learning/SENDCo), Natalie Richards (Specialist Teaching Assistant – Wellbeing/Mental Health/Pupil Premium) and Jo Poslett (Pastoral Lead). We also have a team of trained pupil Mental Health Ambassadors who have created their own Action Plan to give a pupil perspective to this important area.

For several years Senior Management and Governors within our federation have worked 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”*, as well as Diocesan Advisers advocating these approaches.

Below is the EH4MH's 8 Principle Approach.



Principle 1:

School Ethos and Environment

Within The Jubilee with Pebblebed Federation, 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. The specific 'Aims and Ethos' for each school within the federation is available on each website.

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 Federation Approach does this by;

Federation Schools' Contribution

The sharing of our individual school mission statements and our ethos and core values by displays, the school websites, through the teaching and implicitly and explicitly in regular information sent to parents.

- Our school policies including The Behaviour Policy, Anti-Bullying Policy, Safeguarding all hold the pupils' mental health at the forefront
- We create a sense of belonging by celebrating individual and team achievements both at in-school and out of school events
- We hold weekly sharing assemblies where achievements are shared across the school and with parents
- We teach the school values and ethos in worship and PSHE lessons – this includes a focus on kindness, respecting others and valuing difference
- As church schools each classroom has a prayer space
- We recognize and celebrate national Mental Health Weeks
- We have trained, cross federation, Mental Health Ambassadors who have created their own Action Plan for supporting fellow pupils
- Information, displays and website posts available on a range of aspects of being mentally healthy, what mental health is, including the 10-a-day approach and Normal Magic Approach for looking after our mental health
- Modelling of the 10-a-day choices for mental health
- Classroom 'mobiles' relating to the 10-a-day choices
- Personal 10-a-day tally charts
- School Counsellors / Ethos Team members play a part in embedding the ethos and core values
- Using materials such as SEAL, 1-Decision, Thrive, Boxall Profile across the federation support mental health provision
- Quieter areas for children to use to have space and be calm e.g. spirituality gardens, prayer gardens, art shed
- We subscribe to the Educational Psychologist annually
- We work with SEMH, Wellbeing and Behaviour Team from Babcock
- We have trained Lego Therapists and Art Therapists amongst the federation staff team
- Mindfulness Activities e.g. focused breathing exercises, colouring, brain breaks etc are encouraged within whole classes and small groups
- Learning Hub is funded to support pupils who find learning in mainstream classrooms difficult
- Growth Mindset and Learning Animals language is promoted in the classrooms to help foster resilience and self-efficacy, Learning Behaviour Award scheme is in place

<ul style="list-style-type: none"> • Within our anti-bullying initiatives, anti-bullying week and anti-bullying leaflet we explain how bullying can impact on mental health • Playground Buddies • We encourage outdoor learning opportunities through Forest School, Beach School, Outdoor Education days, residential visits, outdoor classrooms, the Golden Mile, using our rural and coastal locations for walks and outdoor activities etc. 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. • Promoting awareness across the federation of various interventions and supported groups e.g. Young Carers. Executive Headteacher is Devon Headteachers rep. for Devon Young Carers. • We regularly let our parents know that we talk about looking after our mental health through the website, newsletters, displays and workbooks shown at parents evenings etc • Specific support materials provided weekly on the school websites during the Covid Lockdown period • Mental Health a focus area within Federation Improvement Plan to illustrate its priority in federation development • Jubilee Hub Pupil Bank Account which supports the sponsorship of a child in Africa • Creation of staffroom in school where this hadn't been in place
Community Contribution <ul style="list-style-type: none"> • We actively promote working with all services to promote a culture of acceptance and looking after our pupils, parents and staff needs – including their mental health • Links with our local parish churches and other faith communities who contribute to Collective Worship • Early Help 4 Mental Health training for leaders and whole staff and supervision support • Community police help us to create a safe environment • Many links with local community groups and events held to foster these relationships e.g. singing at old people's home at Christmas, Harvest Lunches, inviting ex pupils into school for enhancing history curriculum • Working with local volunteers to create a school garden during curriculum and break times. Children plant the seeds and collect the crops which are used in the school kitchen. The gardening team are also involved in the Exmouth in Bloom competition annually. • Links with local National Trust Ranger Office to support outdoor education and activities • Link with secondary school in one of our Learning Communities to share their successful Mental Health journey
National Contribution <ul style="list-style-type: none"> • We have a dedicated Mental Health Staff Team with the responsibility to stay informed of national guidance and policies regarding mental health and promoting mental health amongst the whole community • National groups attend school regularly to work with children, staff and parents – NSPCC, CAP, CEOPS • We are an Operation Encompass school and therefore able to better support children and families quickly when there have been incidents of domestic abuse • Using opportunities from National Mental Health Day, and Week and Yellow Day to promote awareness and bring an end to the stigma and discrimination faced by people who experience mental health problems • Using resources from national organisations visually in schools, via display boards, website and newsletters. • Each school in the federation is using the Carnegie Mental Health Award Scheme to prioritise areas and evidence the effectiveness and impact of a whole school approach to Mental Health.

Principle 2:

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.

Our Whole Federation Approach does this by:

Federation Schools' Contribution

- 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 the Golden Mile. We invest in sports coaches and learning community sport programmes to enhance the PE offer we give to the pupils
- A variety of Impact Days provide students with whole day's experiences of mental health awareness.
- Our PSHE scheme (1-Decision) includes Mental Health elements – PSHE is given weekly dedicated timetabled time
- We use a whole federation 10-a-day approach to supporting mental health
- Staff promote the 10-a-day approach through displays, mobiles, tally charts, awards
- Staff also follow the 10-a-day approach themselves so that it becomes a whole federation approach and children can see the ideas modeled to them
- Pupils have dedicated Mental Health workbooks/folders to keep their activities and ideas
- Forest School and Beach School classes take place across the federation
- Weekly pupils' yoga lessons take place in The Jubilee Hub schools
- There is a school allotment at each school often supported by volunteers from the community
- As well as regular mental health activities each week pupils also appreciate Mental Health Focus Days and Weeks, often as part of national initiatives, which enable a more immersive approach
- The Boxall Profile is used to help us to understand the needs being signaled by our pupils' behaviour give us targeted strategies and activities to help our pupils' emotional learning
- Mindfulness Activities e.g. focused breathing exercises, colouring, brain breaks etc are encouraged within whole classes and small groups
- Breaktimes – we make explicit links between the 10-a-day choice of taking a break and its beneficial impact to mental health
- Curriculum time is given to learning how to keep themselves safe in many contexts
- Modelling – through training and support our staff are confident and competent in discussing mental health with pupils
- Through our Learning Animals approach we encourage a growth mindset in our classrooms. This has a positive impact on self esteem, resilience and the pupils' ability to challenge and persevere.
- Whole school reward schemes, including Good Samaritan Award scheme which promotes pupils helping the local and wider community
- Daily Dashboard sessions which focuses on daily news items – this gives the opportunity to discuss national issues in a positive, whole class way
- Philosophy 4 Children trained staff lead planned sessions across The Jubilee Hub
- The Jubilee Hub are regularly involved in Youth Speak Activities
- Funding has been provided to purchase resources to support the teaching of Mental Health
- Staff have been keen to create their own displays and classroom resources to support themental health education in their rooms
- When the larger federation was created Mental Health CPD was provided by Jubilee Hub staff for Pebblebed Hub staff
- Our Mental Health staff team created specific packs of resources to support our Covid Recovery Curriculum

Community Contribution
<ul style="list-style-type: none"> • Senior Leaders and Governors have attended Mental Health conferences led by EH4MH and Exeter Diocese to develop a strategic approach to this area of the Federation Improvement Plan • Early Help 4 Mental Health and Normal Magic training has taken place for School Leaders and whole staff. • Wherever possible we incorporate the resources of community services to enhance our curriculum's delivery of mental health promotion • Children attend the local Life Skills events or in-house events are held • The local National Trust rangers support our federation from their local office in Branscombe • Bikeability takes place annually • Local community groups regularly support our wider curriculum e.g. Clinton Devon Estates, East Devon Rangers, Local Parishes, Church Family Workers (also Forest School leader), WI etc
National Contribution
<ul style="list-style-type: none"> • CEOP local adviser - online safety training • We promote the NSPCC safeguarding campaign Pantasaurus • We promote a variety of online resources and apps via our website and newsletters

Principle 3:

Pupil 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 pupils to play an active role in developing a mentally healthy school.

Our Whole Federation Approach does this by;

Federation Schools' Contribution
<ul style="list-style-type: none"> • Across the federation we have various pupil groups that enable pupil voice to be heard: Ethos Teams, School Council, Playtime Buddies, Mental Health Ambassadors • These groups are asked to write or contribute to School Improvement Action Plans when relevant e.g. mental health action plan, school toilet refurbishment, charity support • The schools in our federation are all relatively small so all children know they have the opportunity to have a voice e.g. one school observed May Day at one of the other federation schools and pupils decided to raise money for a MayPole for their school to begin the tradition there, similarly the pupils had an idea to have school chickens and found ways to fund and plan for them • Pupils have been given opportunities to be involved in staff interview processes • SEND and CiC pupils are always given the opportunity to have their opinions heard in reviews and for their My Plans, and at TAF meetings or Child in Care meetings • Pupil 'think sheets' are used as part of the restorative process • Pastoral staff make a strong contribution to senior leaderships' understanding of pupil need by being an advocate for pupils. • Pupil led acts of Collective Worship • Class monitors • Governor learning walks include an element of talking to pupils for their thoughts and opinions • Pupils have been keen to learn Makaton to support their communication with other pupils • Sharing in 1-Decision PSHE discussions and activities • Daily Dashboard sessions which focuses on daily news items – this gives the opportunity to discuss national issues in a positive, whole class way • Philosophy 4 Children sessions

Community Contribution
<ul style="list-style-type: none"> • There are many opportunities for children to hear and encourage pupil voice in drama, singing, debating, dance etc – Learning Community Music events, Youth Speak Debating within Learning Community, School Plays, Peripatetic Music with performances • Questions of the Month in Jubilee newsletters encourage debate and conversation with families and reporting back to class • The Good Samaritan reward scheme allows pupils opportunities to give views and make a difference in the community • Jubilee Hub Pupil Bank Account which supports the sponsorship of a child in Africa – children think of ways to raise money for this account • Sport competitions with other local schools • Pupils have participated in groups relevant to their needs e.g. Balloons Bereavement Organisation
National Contribution
<ul style="list-style-type: none"> • Children are involved in national initiatives e.g. anti bullying week, charity days and campaigns, responding to natural disasters – children often have their ideas for how these events are recognised and responded to • All schools are working towards the Global Neighbours Award with Christian Aid • 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.

Principle 4:

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.

Our Whole Federation Approach does this by;

Federation Schools' Contribution
<ul style="list-style-type: none"> • The Federation's Safeguarding Policy outlines the duties and responsibility of school staff for safeguarding the young people in our care. This has been updated in light of the Covid Pandemic. Staff have annual training. The schools work closely with the Multi Agency Safeguarding Hub and CYPS to achieve this • Class teachers and support staff plan an essential role in helping to identify and monitor their pupils' needs • Staff are aware of school processes for flagging up which pupils are particularly vulnerable and ensuring the right support is given in school and sought outside of school where relevant. Parents are appreciative of our support and will, in general, talk openly about support they need • On federating with Pebblebed Hub the School Improvement Plan included an area for strategically developing a cohesive Mental Health strategy in the new hub to align with Jubilee Hub. CPD support was provided by Jubilee Hub for Pebblebed staff and the post of dedicated Mental Health Teacher was put in place. A cross federation Mental Health Staff Team was put together. This provided great support to create mental health support during the Covid Lockdown and for the Recovery Curriculum • A large part of our Curriculum Intent for our Recovery Curriculum is supporting pupil and staff mental health • All pupils are encouraged to find and use visual ways to represent how they are feeling, and how they are managing difficult situations, easier to use than explaining with words. These are used within whole class situations as well as by pastoral and other support staff. Visual

<p>representations include happy/sad scales, 'temperature' scales, pegs on feelings charts, charts with variety of facial expressions etc.</p> <ul style="list-style-type: none"> • We openly encourage pupils to let staff know when they have concerns, we provide a variety of ways for students to seek help e.g. worry boxes, mental health activities, open door policy • We monitor support given in a variety of ways including Boxall Profile • The Jubilee Hub have access to their own internal school counsellor • The SEND register can help in identifying which pupils would benefit from additional intervention and resource, alongside their individual My Plans • Our schools are all relatively small and so we are very aware of individual and family needs • Attendance Records/Exclusion/CPOMS/Restorative Justice 'think sheet' records can provide a source of information to identify pupils that may benefit from additional support • Jubilee Hub Staff monitor Learning Behaviour Award successes and gaps • Governor Learning Walk reports can provide a different view point to support pupil need • The number of pupils on Pupil Premium and Free School Meals can help to identify needs – this particularly important in the Covid Closure when our numbers of FSM more than doubled as the need for Food Hampers became more apparent • Key staff have accessed Mental Health First Aid training which helps them to be able to identify need, and when further support may be necessary • Staff have been trained in Lego Therapy and Art Therapy and the use of The Boxall Profile as well as Safeguarding at Level 2 and 3 and 'Having Difficult Conversations' training • Staff are asked to complete a confidential well being response as part of their weekly feedback to the Executive Headteacher – this helps SLT to identify general stress points in the year or for an individual and support can be provided
<p>Community Contribution</p> <ul style="list-style-type: none"> • 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. • We are able to sign post parents to Parenting Courses such as Timid to Tiger run by local learning community schools • The Jubilee Hub has access to a Parent Support Adviser within the Learning Community • We are able to access One to One Mentoring to support children with particular behaviour needs • The local 0-25 team have funded a Learning Hub at Littleham to support pupils who find learning in the classroom difficult • EH4MH provide training, consultation and supervision to federation staff. • Education Psychology Services provide assessments and reviews on individuals, training and support for staff in meeting those children's educational, social and emotional needs as appropriate • CAMHS and external counsellors and therapists are accessed for specific identified needs
<p>National Contribution</p> <ul style="list-style-type: none"> • We access CAP, CEOPS and NSPCC – their staff will inform us of any concerns or patterns they identify • SIAMS inspection framework for Church of England schools helps to evaluate the distinctiveness and effectiveness of the school and ensure the development of the whole school as well as the individual child or young person • Each school in the federation is using the Carnegie Mental Health Award Scheme to prioritise areas and evidence the effectiveness and impact of a whole school approach to Mental Health.

Principle 5:

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.

Our Whole Federation Approach does this by:

Federation Schools' Contribution
<ul style="list-style-type: none">• Weekly sharing assembly, monthly newsletters, termly curriculum information, regular website updates etc to ensure parents are kept up to date with what is happening in their children's learning• During Covid Lockdown sharing our Curriculum Intent and putting regular postings, home learning activities, collective worship ideas, mental health support, messages from teachers onto our websites• Holding parent workshop classes on focus areas such as reading, internet safety, mental health, safeguarding, cookery• Open door policy• Termly parent evenings• Questions of the Month in Jubilee newsletters encourage debate and conversation with families and reporting back to class• Invite family members to contribute to specific learning activities e.g. Memories of Devon Life in the War, Wednesday Afternoon Wider Curriculum Time – parents asked to run a 6 week 'club'• Inviting parents to special events in the calendar e.g. May Day, Pancake Racing, Church Services, Community Events• Successful PTFAs in each federation school• Regular phone calls home for vulnerable families during lockdown• Providing food hampers for families during lockdown• Work alongside families using the Team Around the Family approach, so that there is a united approach from school and home, which is bespoke to support the individual family• A pastoral worker role has been created at Littleham School• There is access to a school counselor• SENDCo regularly provides transition parent support – particularly helpful for parents who have extra anxieties about their children moving to secondary school• Supporting parents with online referrals for external agencies and support• Using Pupil Premium funds to support families e.g. funding school visits, funding music lessons• Encouraging parents to volunteer to help with reading in class and with after school clubs• Encouraging parents to follow the 10-a-day approach to Mental Health for the whole family at home
Community Contribution
<ul style="list-style-type: none">• Signposting parents to local parenting classes e.g. Solihull Parenting, Timid to Tiger, Incredible Years• Signposting parents to Learning Community Parent Support Advisers• SENDCo creates a link between parents and other supportive agencies• EH4MH training for parents provided• Signposting families to support groups e.g. Force Cancer Support, Balloons Bereavement Group• Proactively using the Devon Early Help Process• Signposting parents to various agencies and local support groups e.g. Family Intervention Team, Communication and Interaction Team, Integrated Children's Services

<ul style="list-style-type: none"> • Highlighting the opportunities of the local libraries • Encouraging families to attend village events – school leadership and other staff often attend too • Close working relationship between school and parish team • Ensuring the local papers include positive stories about the school
National Contribution
<ul style="list-style-type: none"> • Operation Encompass School – this enables us to provide early intervention for families suffering from incidents of Domestic Abuse • Signposting parents to national charities and support agencies when needed • Training for parents provided by national agencies such as CAP, NSPCC, CEOP

Principle 6:

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).

Within The Jubilee with Pebblebed Federation 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 6 has two aspects; 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.

Our Whole Federation Approach does this by;

Federation Schools’ Contribution
<ul style="list-style-type: none"> • Weekly feedback sheet to Exec Headteacher encourages staff to comment on wellbeing so that support can be put in place • Maximum of 1 after school staff meeting a week – time always given in lieu if timetabling means two after school appointments are needed • Regular ‘catch up’ briefings to communicate information • Culture of staff looking after each other – Littleham created safer ‘staff eating area’ during Covid with flowers, covering roles for staff who are upset etc • Staff are encouraged to follow 10-a-day as well as the children • Staff are surveyed at intervals regarding ways support for mental health could be developed further. This includes encouraging staff to consider ways they can ‘switch off’ from work after school • For larger pieces of work give staff time in lieu of a staff meeting to carry out the task • Social events for staff and birthday cards etc • Staff regularly bring in biscuits/cakes etc to share in staffroom • SLT understanding of urgent home circumstances • Time to be mum or dad – understanding that school jobs mean time can’t be taken off work for child appointments or school plays etc – time to attend given if possible • Governor to focus on Exec Headteacher wellbeing • Culture of staff being able to share laughter and tears • Promoting and Valuing that there is no divide between Teachers and Support Staff • ‘Happiness’ training for SLT and promoted – happy songs, happy chocolates etc • Mental Health Team have created resource packs on a number of scenarios e.g. divorce, bereavement, loneliness etc – staff can use these to support their own family circumstances as well as for classroom use • Stress risk assessment used if staff are feeling overwhelmed to create action plan of support

<ul style="list-style-type: none"> • Sickness Absence Policy in place to support staff return to work with confidence • Staff members from both hubs have accessed Mental Health First Aid training • Staff create their own whatsapp etc communication groups to support each other • Staff encourage each other to join them in after school activities eg exercise, cinema evenings etc • Health and Safety update training takes place at least annually • The school counsellor offered staff supervision time and has supported specific needs of staff members • Wellbeing Lead provides lunch packs that staff can use if they forget lunch • Wellbeing Lead updates a Wellbeing Display Board in the staff room regularly with suggestions, also posters for staff wellbeing around the school. • Occupational Health phone number available for 24 hour care. • CPD for aspects related to Mental Health and Wellbeing can be available through discussion with the Executive Headteacher in relation to School Improvement Objectives and Individual Staff Appraisal Targets and Career Development Interests
Community Contribution
<ul style="list-style-type: none"> • Pastoral support provided across federation by clergy and parish. Three clergy on governing body • Access support for colleagues who are struggling with personal circumstances e.g. accessed food bank • EH4MH provided supervision and training on raising awareness of mental health, promoting ways to be mentally healthy and noticing signs which may indicate a young person struggling with their mental health • Educational Psychology service and Balloons charity supported staff when a colleague died tragically
National Contribution
<ul style="list-style-type: none"> • Occupational Health Providers bought in to - IMASS and NAHT phone numbers regularly provided to staff. Able to support with work related and personal circumstances • Staff share well-being apps with one another that they find useful • Many staff are members of Trade Unions to support them in many aspects of their role • Each school in the federation is using the Carnegie Mental Health Award Scheme to prioritise areas and evidence the effectiveness and impact of a whole school approach to Mental Health – this has a focused section on Staff Wellbeing

Principle 7:

Targeted Support

The Jubilee with Pebblebed Federation 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 Jubilee with Pebblebed Federation has a range of potential interventions to support individual's needs, as well as links with external agencies.

Our Whole Federation Approach does this by;

Federation Schools' Contribution
<ul style="list-style-type: none"> • The Federation's Provision Map, which is available on the school websites, lists many of the ways we can provide targeted support for individual need. We can share expertise and resources across our federation • The larger SEND and Pastoral team has meant that teachers/SLT are needed to come out of class to attend meetings as regularly. The larger team also means that SEND staff can observe and support pupils in class more and give practical suggestions to teachers and TAs • SEND pupils have their own individual My Plans
<p>We use a huge variety of interventions and support materials and resources. A few key examples that we use or can access for individuals or whole classes are listed below;</p>

- School Counsellor
- Lego Therapy trained staff
- Art Therapy trained staff
- Mental Health Staff Team
- SEND team
- Supporting pupils to look after school pets – guinea pigs/hens
- Breakfast Club – some sessions funded through Pupil Premium
- Ethos days
- Arts Weeks
- Vision Weeks
- Wider Curriculum Time
- Lunch time clubs run by school staff
- School teams – vertically grouped through school to support specific team activities and to encourage positive behaviours through school
- Mental Health Ambassadors
- Quiet spaces inside and outside
- Breathing Techniques
- Learning Behaviours
- Feelings Thermometers etc
- Sensory rooms/areas/resources
- Fun Fit
- Social Stories
- Pre-Teaching
- Subject Interventions

Community and National Contribution

- Devon 0-25 team have financially supported Littleham School to have a Learning Hub for pupils who find learning in a traditional classroom environment difficult
- Inviting relevant charities in to support children at specific times e.g. Balloons Bereavement Charity
- We have accessed funding from Parish Councillor Funding

We access a huge range of agencies, interventions, support groups, charities and resource materials. A few key examples are listed below;

- Weekly Yoga sessions for pupils
- Sports Coaches
- Forest School and Beach School
- Learning Community Parent Support Adviser
- Educational Psychologist Support
- SEMH team from Babcock
- Communication and Interaction Team
- CAMHS
- Speech and Language Team
- Learning Community Sport Opportunities including Co-ordination Events
- School Allotments – supported by volunteers
- Drama therapy/Music Therapy
- Peripatetic music lessons – some funded through Pupil Premium
- Husbandry School
- Healthy Eating Cookery Groups
- Pottery Group
- Referrals to Devon Young Carers
- Family Intervention Team
- Ethnic Minority and Traveller Achievement Service
- Education Welfare Officer
- Donkey Sanctuary Visits and Riding Therapy
- Local Learning Community partnership working
- Life Skills Days for Year 6
- ICE Project
- Accessing National Support groups/websites/APPS/support materials

Principle 8:

Communication

At The Jubilee with Pebblebed Federation 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.

As a Senior Leadership Team we value the importance of clear communication within the staff group, with the Federation, between staff and pupils and between staff and parents as well as the local community.

Our Whole Federation Approach does this by;

Federation Schools' Contribution
<ul style="list-style-type: none">• As part of a federation, it is recognised that communication between the partnership schools is very important to maintain consistency and the continual development of mentally healthy school environments.• SLT meet at least monthly to ensure there is clarity of ideas and plans across the federation• We have a cross federation Mental Health Team that communicates regularly to drive forward our collective initiatives in breaking down stigma and promoting 'mentally healthy environments.'• We communicate within the staff group through emails, staff briefing meetings and focused staff meetings. Teaching staff are also asked to complete a brief weekly feedback sheet to the Executive Headteacher which includes a section about their own wellbeing• We are constantly communicating with our pupils in class time but key messages and school ethos and values are reinforced during assemblies and Collective Worship• We gather views of pupils individually but also through School Council, Ethos Groups, Mental Health Ambassadors, Playtime Buddies• We communicate to our parents through our website, monthly newsletters, ad-hoc letters when the need arises, emails, parent evenings and open evenings, focused workshops e.g. how to read with your child, home-school books and homework books, information evenings, sharing assembly• We hold an induction meeting for all new parents which covers areas such as responsibilities around safeguarding, attendance, communication methods, GDPR and data permissions etc• Some SLT members have had 'Difficult Conversation' training• Staff are aware of school processes for flagging up when pupils are particularly vulnerable and ensuring the right support is given in school and sought out of school where relevant• The school promotes pupils, families and staff use the 10-a-day choices for mental health – which includes talking about your feelings. This is done through briefings, staff meetings, lessons, displays, posters, tally charts, websites, newsletters• Communication between school and the Governing Body takes places via Executive Headteacher Reports, Subject Leader Reports and Governor Learning Walks
Community Contribution
<ul style="list-style-type: none">• Particular staff (often SEND and Pastoral) have responsibility for liaising with external services, and then co-ordinate which staff need to be involved, and how information will be disseminated – often by CPOMS/TAF meetings• Regular discussions within local federation/MATS regarding school processes and needs regarding student and staff mental health• Regular discussion and participation with Devon SLSS (School Leadership Support Service)• Regular meetings, discussion and training with Exeter Diocese• EH4MH has supported the schools with staff training and supervision and signposting to resources• We communicate with members of the local community via Parish Magazines, school website, articles in the local press

National Contribution
<ul style="list-style-type: none">• We use resources from national organisations visually in the school, via display boards, website and include ideas within newsletters.• We promote 10-A-Day• 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 Model 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>