

## Mental health and wellbeing strategy (MHW strategy) – January 2024

### FROM ALPHA TO OMEGA



**'Life in all its fullness'**  
 (JOHN 10:10)

At Emmanuel CofE Primary School, broad opportunities are provided for individuals to develop their full potential and allow them to be healthy, happy and secure. Building on our Christian ethos and in partnership with the whole school community, we provide a stimulating and caring environment where individuals are valued and nurtured morally, spiritually and academically. It is a primary aim of our school that every member of the school community feels cared for, valued, respected, and that each person is treated fairly and well. This is promoted through our school values; where children learn to be respectful, to forgive and to move on so that they can experience: **'Life in all its fullness'** – John 10:10. Our values help us to live our school vision: **Respect, Service, Resilience, Wisdom, forgiveness and joy.**

This Mental Health and Wellbeing (MHW) Strategy sets out to define 'how' Emmanuel School aims to support children, parents/carers and staff with their mental health and wellbeing, and 'what' practice we implement to do this. The strategy details the systems and processes in place to ensure that mental health and wellbeing is embedded into our day to day organisation and school culture for the benefit of the whole-school community.

### What do we mean by mental health?

The World Health Organisation defines mental health as *"a state of mental wellbeing that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community. It is an integral component of health and wellbeing that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in. Mental health is more than the absence of mental disorders. It exists on a complex continuum, which is experienced differently from one person to the next, with varying degrees of difficulty and distress and potentially very different social and clinical outcomes."* Mental health affects all aspects of life and behaviour. Like physical health, mental health is something we all have. It can range across a spectrum from healthy to unwell; it can fluctuate on a daily basis and change over time.

### What do we mean by wellbeing?

Wellbeing is defined by the Oxford English Dictionary as *"the state of being comfortable, healthy, or happy,"* however, it is recognised as being a much broader concept than moment-to-moment happiness. While it does include happiness, it also includes other things, such as how satisfied people are with their life as a whole, their sense of purpose, and how in control they feel. In this respect, the New Economics Foundation describes wellbeing as the following: *"Wellbeing can be understood as how people feel and how they function, both on a personal and a social level, and how they evaluate their lives as a whole."* At Emmanuel, we consider a 10 dimensions of wellbeing:

- *Mental wellbeing* - thoughts and feelings and how one copes with the ups and downs of everyday life.
- *Physical wellbeing* - ability to maintain a healthy quality of life.
- *Emotional wellbeing* - experience positive emotions like love, joy or compassion, managing negative emotions and feel generally satisfied with life.
- *Social wellbeing*- a sense of belonging to a community and making a contribution to society.
- *Relational (connection) wellbeing* – relationships, connections and how we interact with others.
- *Societal wellbeing* -the quality of life in our community; it ensures we can all live and progress in diverse, socially-connected communities.
- *Environmental wellbeing* - positive influence of natural surroundings on our wellbeing.
- *Spiritual wellbeing* - ability to experience and integrate meaning and purpose in life through someone's connectedness with self, others, art, music, literature, nature, or a power greater than oneself.
- *Intellectual wellbeing* - recognising our creative abilities and finding ways to expand knowledge and skills.

- *Economic wellbeing* - present and future financial security, with the ability and sense of security to make sound economic choices.

### **Sources and development of this strategy**

- This strategy has been developed following stakeholder evaluations, twice-yearly pupil wellbeing survey results, evaluation of key risk factors and SWOT analysis as part of our Wellbeing Award for Schools programme
- This strategy supports the school's existing mental health and wellbeing policy which will be updated in 2024. [emmanuel.camden.sch.uk/attachments/download.asp?file=432&type=pdf](https://emmanuel.camden.sch.uk/attachments/download.asp?file=432&type=pdf)
- Review and feedback from our Wellbeing team, SLT, parent focus group, Staff Wellbeing Committee and Pupil Wellbeing Champions.

### **Introduction and aims**

Emmanuel Church of England Primary School is an inclusive setting where our focus on mental health and wellbeing is integral to school improvement and success. We have a whole-school approach to supporting our pupils, their parents/carers and our staff with an aim to:

1. Promote the importance of supporting and maintaining positive mental and emotional wellbeing by providing regular and timely information and support.
2. Create an understanding of all aspects of emotional literacy and mental health and wellbeing; and how to identify symptoms of poor mental health.
3. Empower our children to develop emotional regulation strategies and enabling those with mental health related concerns to take action and seek support in a safe, confidential manner.
4. Offer guidance, strategies or targeted initiatives (with the support of the Wellbeing team, staff Wellbeing Committee and pupil Wellbeing Champions) to support pupils and staff to be mentally healthy, build resilience and be prepared for expected and unexpected events which can impact wellbeing.
5. Help to develop the protective factors that build resilience to mental health concerns and be a school where our pupils feel valued, have a sense of belonging and feel safe.
6. Support our children to feel confident in themselves; that they are able to express a range of emotions appropriately; manage times of stress and change; and feel able to talk openly with trusted adults, to reduce barriers to learning so that they can achieve their full potential in learning and talents.
7. Create an open and approachable environment where children, staff and parents/carers are able to make and maintain positive relationships with others.
8. Help all pupils, parents/carers and members of staff to recognise their responsibility and accountability in supporting the mental health and wellbeing needs of themselves and those around them.

This approach aims to help pupils become more resilient, happy and successful in their learning and to help them experience: **'Life in all its fullness'** – John 10:10. We aim for them to be more reflective and self-aware of their feelings and behaviours to help prevent mental health difficulties before they arise or get worse.

### **Internal Wellbeing Team**

Designated Safeguarding Leads: Kate Roscoe, Gareth Edwards

Inclusion Leader: Kylie McManus

Mental Health Lead and ELSA: Lorraine Watkins

School Counsellor/Play therapist: Helen Toplis

Wellbeing Award change team: Lorraine Watkins, Kylie McManus and Lucy Harrington

## How will Emmanuel School deliver this strategy?



### **1. Prevent:** Promoting positive mental health and wellbeing

- Share information and understanding of both internal and external support services available to the school community.
- Encourage and support the whole school community to be positive and proactive in its approach to mental health and wellbeing.
- Provide strategies and tools for all pupils, staff and parents/carers to manage their own emotional regulation and mental health needs and to support others around them.
- Provide appropriate training and information to staff on mental health and emotional wellbeing and to be able to spot the signs of poor mental health.
- Have named Wellbeing team/Mental Health Leads for parents/carers; Wellbeing committee members for staff; and Wellbeing Champions for the pupils who are the contact point at Emmanuel School.
- Seek to embed mental health and wellbeing support across the curriculum and school policies.

### **2. Identify:** Having robust mechanisms in place to identify needs.

- Promote a culture which supports and encourages self-disclosure (e.g. using lunch time drop in service, worry boxes, table top/display check-ins in class).
- Recognise that staff have the responsibility to alert others to potential and actual indicators of mental health needs and to take this action whenever necessary: for Pupils alerting teachers or the Wellbeing team through our CPOMS information/incident recording system and following our Safeguarding Policy; and for staff, via their Key Stage Leader or the Senior Leadership Team.
- To use our MHW assessment model to help identify concerns and seek support from the school's Wellbeing Lead.
- Provide a framework for responding appropriately to mental health and wellbeing concerns.
- Co-operate with other professionals involved in the delivery of mental health and emotional support services.
- Observe the principles of confidentiality and general data protection in respect of mental health and emotional wellbeing.
- To have opportunities for staff to be able to talk about and raise concerns.
- Provide parents/carers with information on MHW topics to support them from home

We have created a set of criteria to help staff identify and assess concerns about a pupil – the higher the score, the increased concern:

NAME:	CLASS:			SCORE
Factor/observation	2	1	0	
<b>Early life / home</b>				
<b>Previous known traumatic experience/ attachment/Previously Looked After (PLAC)</b>	Experienced difficult time in early life / PLAC	Experienced a level of inconsistency / change	Happy, consistent childhood	
<b>Changes in circumstances / traumatic experiences /parental health</b>	Change in home circumstances e.g. bereavement, divorce, house move, fire	Low level change, parent informing, coping with changes	No changes	
<b>Appearance</b>	Appears a little unkept/'scruffy'	Generally well-kept	Cares about appearance	
<b>Attendance and punctuality</b>	A persistent absentee, frequently late. Demonstrating School avoidance	Attendance rate of 90% - 95%, sometimes late.	Attendance above 96%, rarely late.	
<b>Learning</b>				
<b>Learning and focus</b>	Unable to focus on learning, unable to keep still, distracted/distracting others / low self esteem	Focused most of the time	Engaged and completing all work	
<b>Organisation</b>	Always forgetting what they needs, losing things, not bringing things to school	Sometimes forgets things	Always have what they need	
<b>Effort</b>	Little or no effort in lessons/activities	Little/below average effort in lessons/activities	Good effort in lessons/activities	
<b>Emotions</b>				
<b>Mood/expression / emotional regulation</b>	Looks 'glum'/low mood Often Emotionally dysregulated / quickly triggered (often red/yellow zone) / evidence of self harm	Occasionally smiles/laughing with others Sometimes struggles to control emotions Biting nails	Smiles readily Able to express themselves and use the zones of regulations (mostly green zone)	
<b>Lunch times</b>	Leaving food regularly; noticeable weight loss	Doesn't eat much	No concerns	
<b>Social / friendships</b>				
<b>Bullying</b>	Experienced incident for period of time	Experienced some targeted behaviours from others	No concerns	
<b>Talking with peers</b>	Sits alone and talks to no one	Will talk when prompted	Talks readily with peers	
<b>Playtimes and friendships</b>	Often argues and has conflict or plays alone	Incidents happen sometimes	Has friends and plays actively	
<b>Talking with adults</b>	Barely engages with adults	Will talk with adult when prompted	Talks readily with adults	

**Scoring and action:**

- 10 and above Needs immediate support; referral; meeting with parents/carers
- 6-9 Concerns to be discussed with wellbeing team, and plan to monitor arranged
- 1-5 – Monitor; Teacher/playtime staff advised

NOTE – the urgency and level of need will always need to be reviewed on a case by case basis due to the weighting needed on some of the scores and therefore cannot be decided on score alone.

**3. Refer:** What do we do if we believe a child or member of staff needs support?

- Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the Inclusion Leader or Mental Health Lead and record observations/conversations on CPOMs (our information and incident reporting system). If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Lead and recorded on CPOMs.
- Pupils can self-refer through worry boxes in their classrooms; talking to any adult in the school or going to our Let's Talk lunch time drop in service in the Bubble room.
- For their own mental health and wellbeing needs or those of others, staff can raise concerns via their manager/Key Stage Leader or the Senior Leadership Team or during Performance management reviews. Alternatively raise suggestions to the Wellbeing Committee.
- Parents/carers can email the Wellbeing team through wellbeing@ or Inclusion@ school email addresses; or speak to their teacher; or arrange an appointment to meet at the bi-annual parents' evening.

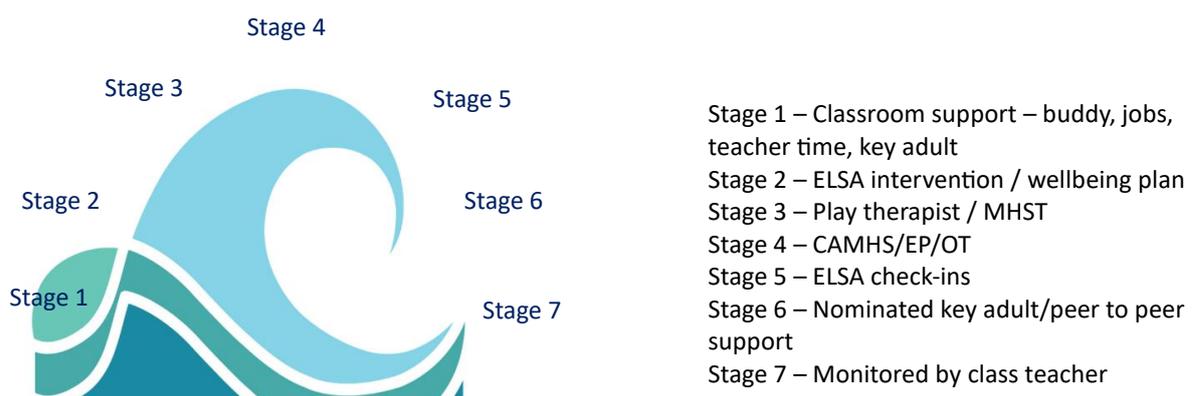
**4. Assess:** Processes in place to assess the wellbeing need of a child

- All pupils will complete a wellbeing survey in September and March to review their feelings and satisfaction towards school, learning, friendship, playtimes etc.
- Staff complete an annual wellbeing survey.
- Professionals are invited into school to observe children and SDQs are used to assess needs.
- Interventions begin and finish with assessments to review and demonstrate impact.

**5. Support:** 'Wave approach' to support

Depending on need, we use a scaled approach to supporting children with mental health and wellbeing needs. Our wave approach escalates and de-escalates a level of support to ensure the child is supported at each stage. Within school, we can support children's MHW needs through in-class or teacher support, our ELSA (Emotional Literacy Support Assistant) or play therapist interventions.

As a school, we work with a network of external professionals to support the social, emotional and mental health needs of our children such as Education Psychologists (EP), Occupational Therapists (OT), Speech and Language Therapists, CAMHS (Child and Adolescent Mental Health Services), Camden Learning and the Mental Health Support Team (MHST).



For staff – following a discussion between the member of staff and the line manager/Head teacher, the appropriate course of action is taken to support e.g. sharing of support information, referred to school counsellor for one to one support.

For parents and carers – following a conversation within the wellbeing team, an appropriate course of action is taken to support the parent/carer e.g. sharing of support information (e.g. Camden counselling service), or referral for one to one support with the MHST team for instance.

**6. Review:** all interventions to be assessed for their impact and outcomes.

- Standard procedures in place to review success of interventions depending on level of need.
- Parents / carers are communicated with at the beginning and end of interventions to ensure transparency of aims and progress.
- Interventions are reviewed and adjusted as a result of the above.
- We attend local forums, training and supervision; and share best practise with other schools to ensure we are continuously improving on our interventions and initiatives.

### The 'what'

This is a summary of the current systems and processes in place to deliver our strategy, aligned to the 10 dimensions of wellbeing discussed above.

	<b>Pupils</b>	<b>Parents/carers</b>	<b>Staff</b>
<b>1. Prevent</b>	<ul style="list-style-type: none"> <li>• PSHE lessons, mindfulness, workshops</li> <li>• Zones of Regulation framework</li> <li>• Take 5 calming tool</li> <li>• Class interventions e.g. secondary transition, Zones of Regulation, circle time</li> <li>• Wellbeing Champions to provide peer to peer support and be involved in class lessons</li> <li>• Themed weeks e.g. Anti-bullying week, Children's mental health week, diversity week</li> <li>• Collective worships / values-focused weeks</li> <li>• Displays/posters</li> <li>• Emmanuel Express newspaper</li> <li>• School Council to champion pupil voice</li> <li>• PE, sports opportunities, after school clubs</li> <li>• School houses (our saints)</li> <li>• Playtimes, timetabled sports, investment in equipment</li> <li>• Healthy award for schools accreditation</li> <li>• Enrichment opportunities and positive experiences e.g. music, brass, assemblies, trips</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly newsletter updates</li> <li>• MHW themed workshops with experts/ coffee mornings</li> <li>• Parents' evening consultations</li> <li>• Active Parents and Friends of Emmanuel (PFE) association and school events</li> <li>• Welcome talks / 'meet the teachers' events</li> <li>• Topic information on website and leaflets ('what to expect' – age related subjects to be included or how to approach subject matters e.g. exclusion or case studies)</li> <li>• Close links to Emmanuel church but inclusive approach to all faiths</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing Committee</li> <li>• Nominated MLead</li> <li>• Staffroom noticeboards</li> <li>• Information sharing</li> <li>• EP Teacher surgeries</li> <li>• MHW Training/Insets</li> <li>• Wellbeing breakfasts/ social events</li> <li>• Team building events</li> <li>• Free tea and coffee</li> <li>• Monthly wellbeing updates</li> <li>• Fitness opportunities such as Pilates and yoga</li> <li>• 'Who to talk to' posters</li> <li>• Workplace options subscription</li> <li>• Clear/open/consistent communications</li> </ul>

	Pupils	Parents/carers	Staff
	<ul style="list-style-type: none"> <li>• Clear rewards/ celebration of achievement and effort linked to values</li> <li>• Close links/weekly connection to church</li> </ul>		
<b>Identify</b>	<ul style="list-style-type: none"> <li>• All-staff observations/ CPOMs alerts</li> <li>• Pupil survey</li> <li>• See MH criteria assessment</li> <li>• In class teacher check ins, 'feelings' check in tool for desks or display</li> <li>• Buddy/quiet space bench in playground</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/carer speaking to teacher or ELSA contact</li> <li>• Discussion during parents' evenings</li> </ul>	<ul style="list-style-type: none"> <li>• Staff wellbeing survey</li> <li>• Suggestion boxes</li> <li>• Staff drop in times</li> <li>• Staff speaking to manager/HT</li> <li>• Part of performance management reviews</li> <li>• Training calendar</li> </ul>
<b>Refer</b>	<ul style="list-style-type: none"> <li>• Self-refer – worry boxes, Let's Talk at The Bubble</li> <li>• Teacher referral to SENDCO or ELSA</li> <li>• CPOMs alerts</li> <li>• Access to outside professionals</li> </ul>	<ul style="list-style-type: none"> <li>• wellbeing@ email</li> <li>• Parents' evening</li> <li>• Meeting requests</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with line manager or SLT</li> <li>• Back to work interviews</li> <li>• Discuss with MHL</li> <li>• As part of Performance management reviews</li> </ul>
<b>Assess</b>	<ul style="list-style-type: none"> <li>• SDQ</li> <li>• ELSA intervention assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Parent meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>• WAVE model of support</li> <li>• In-class calming boxes</li> <li>• Wellbeing and behaviour communication plans</li> <li>• ELSA 1:1 or group interventions e.g. Lego therapy, friendship groups, self esteem</li> <li>• School play/art therapist</li> <li>• Camden MHST school practitioner</li> <li>• CAMHS</li> <li>• EP involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Camden counselling service and parenting support programmes and webinars</li> <li>• MHST support and webinars</li> </ul>	<ul style="list-style-type: none"> <li>• Buddy scheme</li> <li>• Time with counsellor</li> <li>• Access to Camden counselling service</li> <li>• Schools subscribes to Camden workplace options support</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Post intervention evaluations</li> <li>• Attending MHW forums and ELSA supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Wellbeing plan meetings/Individual Education Plan meetings (IEPs)</li> <li>• Feedback reviewed after workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Staff wellbeing survey results</li> <li>• Feedback through wellbeing committee</li> </ul>

**Approved by:**

Mental Health Lead: Lorraine Watkins    Inclusion Leader: Kylie McManus    Head Teacher: Kate Roscoe