

Mental Health and Well-being Approach

Introduction

All the staff and children at Westmorland Primary School work tirelessly to ensure that our MORE intent is at the heart of everything we do.

Through teaching MORE, we ensure that staff and children achieve all the school values, and these are embedded into school life, and values that develop children for their life after Westmorland Primary School.

Mental Health and well-being are the drivers to how we feel about ourselves and others, how we think and make decisions, they determine our attitudes and outlooks on people, life, work, and the world as a whole.

When our mental health and emotional wellbeing is positive, we can form strong relationships, face adversity and stay resilient, feel valued and we can put all our energies into making things better for everyone we are involved with.

If our mental health and wellbeing is not positive, this can have a detrimental effect on how we function and our capacity to retain things, complete tasks and sustain relationships. Our capacity to cope and function with day to day activities, working with people, doing things for others and coping with changes in different forms can all be hindered

Our Well-being INTENT

At Westmorland Primary School, we strive to promote positive Mental Health and Well-being. This applies to the whole of our community – staff, pupils, families, stakeholders, other agencies who come into school. At Westmorland, we intend to identify mental ill health within the school community and support them through our approach.

Staff are trained to be vigilant in identifying if people are worried, stressed, anxious, unhappy, scared or depressed. We encourage staff members to identify these feelings in themselves and seek help confidentially, with no stigma attached to this process.

We promote positive mental health and emotional wellbeing for everybody, and have a very tailored PHSE curriculum to ensure that these skills are taught repetitively, children have opportunities to debate and reason in a controlled environment and become confident when talking about their feelings and concerns. This is evident on our PSHE curriculum intent.

We have created a bespoke provision map for wellbeing and this is followed by every individual. (See attached)

<u>Westmorland school values are:</u>	<u>Westmorland indicators of success are:</u>
Willpower	Showing that they are safe and happy in the school environment
Achievement	
Respect	Being comfortable to ask for help, be independent, or make mistakes
Reflection	
Independence	Showing respect for themselves and others, being included and valued
Organisation	
Reliability	Being resilient, sticking at tasks, setting own challenges and flourishing being themselves

Our Well-being Approach

At Westmorland Primary School, we work hard to ensure that our school is a safe and happy place. We strive to ensure that the ethos of everybody who comes to Westmorland sets the highest standards for themselves and others, ensuring a school culture of 'Westmorland Warriors'

In order to develop warriors in our school, the approach we take is designed to put mental health and wellbeing at the forefront of all opportunities, actions and decisions. We are dedicated to being inclusive in all aspects of school life, to ensure everyone feels valued, confident and can develop themselves and others into confident, able people. We promote resilience and willpower in all we do, and have designed a school where staff and children work together to develop their own coping mechanisms to deal with challenges that they will face in school and out in the community.

Aims of our approach:

- To create a safe, happy, respectful school
- To promote positive mental health and well-being in the whole school community
- To develop awareness of the provision Westmorland Primary School offer to all
- To enable children to become more aware of mental health and emotional wellbeing in themselves, others, family members, and how to be supported/supportive
- To increase awareness and understanding of mental and emotional health issues
- To set high expectations to enable all the community to feel safe and secure through support
- To rapidly de-escalate any fears, behaviours and contributing factors to mental ill health

IMPLEMENTATION of the approach

At Westmorland Primary School, we have worked tirelessly to create a bespoke curriculum that is tailored to our children and community, breaking down the national curriculum objectives into progressive skills which enable children to grow and achieve. This has been achieved through working together and expanding staff knowledge of the pedagogy of inclusion and positive culture.

- We have discrete PHSE lessons where children are encouraged to debate, reason and explore the national curriculum. Teaching and learning within these lessons ensure that children's spiritual, moral, social and cultural development is enhanced.
- Children take part in weekly dance and PE lessons where physical health is actively promoted and healthy minds, bodies, and foods are all reinforced.
- Underpinning all of the curriculum activities, our WARRIOR values are evolved and enhanced through mutual respect and support. Positive relationships ensure that we promote a safe culture where support, challenge and compassion is important to all.
- We have created a learning council in every class. All children in each class have a voice to enable them to change the way they are taught, how and what they want to learn, and are actively encouraged each week to be honest and vocalise their vision for teaching and learning within their class. All staff are expected to show the WARRIOR values and change practice.
- Children are elected to be school councillors in each year group, who actively form a team to shape the journey they have in school.
- We employ 2 Learning Mentors who work directly with children across the school, facilitating any check ins needed, weekly 1:1 and group work sessions, family sessions and follow up work with other agencies. Referrals are made in a timely manner to other agencies to support mental health and emotional wellbeing, and staff are highly trained to do this.
- At Westmorland, we employ a Children's health and wellbeing officer to ensure that children can access a block of therapy to de-escalate any concerns immediately. Children engage in therapy each week, and progress is measured and communicated to children, staff and family.
- At Westmorland Primary school, we invest heavily when employing a qualified counsellor to work with staff, parents and members of our community. The counsellor works on site and can be accessed immediately. Support will be offered dependent on the case and situation, but confidentiality and accessibility are key drivers in meeting people's needs.

Wellbeing Policy 2021

- Staff are offered PPA time off site, to enable them to develop a healthy work life balance and have quality time to complete work without distractions. This is part of our approach in ensuring staff take care of themselves.
- School refer in to the Beacon counselling service, which alongside our buy in counsellor, is communicated to all staff in the staff handbook and in briefings. Staff are asked to look out for signs in their own mental health, as they will know this before anybody. They are encouraged to access the help and support that is widely on offer.
- After absence from school, staff are encouraged to undertake a staggered return to ensure positive relationships and wellbeing. Absence meetings are held with staff and honest discussions are promoted in order to embed the culture of respect.
- Through continuous professional development and training on safeguarding, mental health, recognising signs of domestic violence and the after effects on children, ACES training, staff ensure children are supported in the appropriate way
- School invest in the CPOMS system to ensure concerns, warning signs and disclosures can be recorded and evidenced

Warning Signs

Possible warning signs include: (this is not an exhaustive list)

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

Monitoring and Review

At Westmorland Primary School, all staff conduct themselves in a friendly, fun, approachable manner which is conducive to how we want our children and families to think of our staff. School support every staff member as an individual and empowers each person to grow themselves. All people are encouraged to be individual and recognise their own needs, and ask for support. We provide all strategies to ensure that everyone has access to the support they need, and any additional support further to the universal offer we have.

Through reflection and review, we expect that the investment of money, time, individuals and the school INTENT, that staff and children are more aware of any needs and know the support that is offered.

The governing board reviews this document annually. The governors may, however, review the contents of the document earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how this approach might be improved.