

## Mental Health and Wellbeing Strategy

### What is a mental health and wellbeing strategy?

The mental health and wellbeing strategy is a guide to define ‘how’ we aim to support children and staff with mental health and wellbeing and ‘what’ practice we implement in order to achieve this at Leighfield.

The strategy details the systems in place to ensure that mental health and wellbeing is embedded into our school culture to support children, families and staff at our school.

### What do we mean by Mental Health?

“Mental Health is the emotional and spiritual resilience which enable us to enjoy life and survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our and others dignity and worth. It is influenced by our experience and our generic inheritance.”

(World Health Organisation)

“Promoting children and young people’s wellbeing is a key part of keeping them safe, helping them develop and ensuring they have positive outcomes into adulthood”

(Public Health England, 2021).

Mental health plays a key role in a child’s overall wellbeing and can be affected by various factors, including:

- environment
- stress
- family circumstances
- abuse, trauma and neglect
- social isolation
- illness
- bereavement
- experiencing discrimination or stigma

Negative experiences can adversely affect a child’s mental health, just as positive experiences can help improve it. (NSPCC)

### Leighfield Mission Statement



Leighfield has a holistic approach to each child’s education ensuring that their wellbeing is at the heart of the school’s ethos. Children are nurtured and cared for in a safe environment to ensure their individual needs are met. We aim to develop independent, resilient and kind children who enjoy learning, enabling them to thrive and reach their full potential.

## Leighfield Aims:

- To create positive, trusting relationships with our children and families.
- To ensure adults are well trained and knowledgeable to support children effectively.
- To have high expectations of children's behaviour and learning outcomes.
- To be an inclusive school where diversity is accepted and celebrated.
- To provide appropriate and timely social, emotional and behavioural support for our children.
- To ensure that children's wellbeing is at the heart of our school Curriculum.
- To create a safe and stimulating environment through consistent clear expectations, routines and positive relationships.
- To provide a broad range of experiences and opportunities for all of our children.
- To ensure that staff at Leighfield feel supported, valued and empowered to complete their role to the best of their ability.

## Curriculum Aims:

Our Curriculum is designed to achieve the following outcomes for our children. These aims are the 'golden threads' throughout our Curriculum design.

Confident Individuals	Successful Learners	Responsible Citizens
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Our Core Values at Leighfield are:

**Resilience**

**Pride**

**Respect**

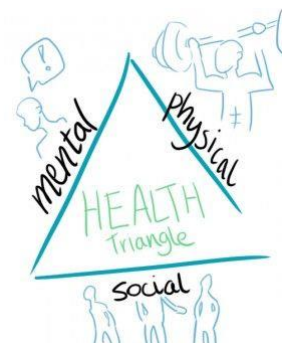
## Strategic Implementation

In order to implement our vision for Mental Health and Wellbeing at Leighfield, we aim to develop a culture where the whole school community including staff, parents and children are responsible for ensuring that mental health and wellbeing sits at the heart of our school ethos.

In addition, we have some specific roles and actions that will support the effective implementation across the school:

- SENDCO and ELSA will be the strategic leads.
- A 'Change Team' will be in place to drive positive wellbeing across the school community.
- Children's Wellbeing Ambassadors will represent the pupil body.

The Health Triangle is an effective measure of a person's wellbeing. Our approach to supporting children's mental health and wellbeing is based on these three areas.



## Mental Health and Wellbeing School-based Risk Factors

School-Based Risk Factors	Risk reduction/Resilience Factors
Attendance/absenteeism	<ul style="list-style-type: none"> <li>• Monitor, record, analyse and follow up on any absence.</li> <li>• Refer to Rutland ARNA toolkit where necessary</li> <li>• Develop positive relationships with parents to promote honest and open conversations.</li> <li>• Signposting systems in place to access for further support (school and home).</li> <li>• Ensure parents are aware of the link between academic progress and attendance.</li> <li>• Ensure staff are aware of anxiety related non-attendance (ARNA)</li> </ul>
Academic progress/exam stress	<ul style="list-style-type: none"> <li>• Ensure all have opportunities to experience success.</li> <li>• Identify gaps in knowledge early and offer rapid and robust interventions.</li> <li>• Build formal assessments into normal classroom practice so that children become used to procedures.</li> <li>• Ensure staff are aware of the signs to look out for that a child might be struggling and can act upon them</li> <li>• Positive communication with parents e.g SATS information evenings so that parents can support their children/reiterate key messages from school</li> </ul>
Bullying (including cyberbullying)	<ul style="list-style-type: none"> <li>• Whole school zero tolerance approach to bullying which is referred to frequently.</li> <li>• Specific anti-bullying lessons within the PHSE curriculum.</li> <li>• Ensure parents are well informed of school practice.</li> <li>• Ensure children and parents are well informed about how concerns can be raised.</li> <li>• Embed healthy relationships curriculum across the school (PSHE curriculum)</li> <li>• Offer children opportunities to cooperate with a range of peers.</li> <li>• Explicit teaching about empathy and kindness.</li> <li>• Participation in wider school/enrichment opportunities such as Anti-bullying Week, Safer Internet Day.</li> <li>• Effective anti-bullying policy which is reviewed frequently and considers pupil and parent voice.</li> <li>• Restorative approach used within school to manage behaviour.</li> <li>• Effective tracking and monitoring procedures for all bullying incidents.</li> <li>• Consider play and lunch-times and how these can be organised to ensure that children feel safe and secure.</li> </ul>
Transition	<ul style="list-style-type: none"> <li>• Enhanced transition arrangements (within school years and on to secondary).</li> <li>• Seek pupil voice and act on it.</li> <li>• Communicate transition arrangements to children and families.</li> <li>• Specific teaching e.g. PSHE</li> <li>• Develop positive links with pre-schools/secondaries to</li> </ul>
Relationship breakdowns e.g. friendships	<ul style="list-style-type: none"> <li>• Ensure quality Relationships Education is embedded across school.</li> <li>• Foster positive relationships between staff and children in school so they feel able to share worries/concerns.</li> <li>• Ensure staff know their children well and are aware of any potential difficulties so these can be addressed quickly.</li> <li>• Have clear systems in place that children can draw on when they need support e.g. talk boxes, worry boxes.</li> <li>• Wellbeing ambassadors.</li> </ul>
Children with SEND	<ul style="list-style-type: none"> <li>• Have systems in place for early identification and refer to specialists for additional specialist support where required.</li> <li>• Ensure high quality support and intervention is in place across the school.</li> <li>• Ensure staff have the appropriate training to identify and support children's needs.</li> <li>• Involve children and families in any SEND related processes.</li> </ul>

- Increase children’s knowledge and understanding of neurodiversity.
- Ensure all children have the opportunity to experience success.

## Supporting Positive Mental Health

How does Leighfield promote positive mental health?	How does Leighfield support mental health?
<ul style="list-style-type: none"> <li>• The senior leadership team and Advisory Board make mental health and wellbeing a priority.</li> <li>• There is a wellbeing section on our school website to inform and signpost parents to additional resources and support.</li> <li>• Leighfield has a range of carefully chosen texts across the school that promote positive mental health. These are carefully woven into our Curriculum.</li> <li>• Each classroom has a calm corner and a worry box. Resources such as fiddle toys and ear defenders are accessible for all.</li> <li>• We talk about mental health and wellbeing within assemblies. We challenge stereotypes and promote equality and diversity in all that we do.</li> <li>• Leighfield highly values physical activity. PE is delivered by a sports coach for all year groups, and we promote positive fitness habits and both healthy bodies and minds.</li> <li>• We enrich our curriculum with themed days and activities that raise awareness of mental health including: <ul style="list-style-type: none"> <li>- Odd socks day</li> <li>- Anti-bullying week</li> <li>- Hello Yellow Day</li> <li>- Internet Safety Day</li> <li>- Children’s Mental Health Week</li> <li>- Forest School</li> <li>- Neurodiversity Week</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Staff are well trained to support mental health across the school and receive regular and relevant CPD (ie Mental Health first aiders, Mental Health Lead).</li> <li>• We conduct an annual emotional wellbeing survey for all children in Years 2 – 6.</li> <li>• Effective partnerships are established with external agencies (ie Rutland School Support Partnership, ADHD Solutions, EPIC Psychology Services).</li> <li>• Leighfield has a trained Emotional Literacy Support Assistant (ELSA) who supports children and families across the school.</li> <li>• We have a designated space within Leighfield to support our children. This is well resourced.</li> <li>• We have a well-designed Curriculum. We follow the PSHE Association planning and deliver a safety curriculum called Protective Behaviours in all year groups across the school in Autumn term 2.</li> <li>• School provides a ‘retreat’ at lunchtimes. This is dedicated ‘break away’ space facilitated by an adult and our aim is for children to choose to visit the retreat when they need to. This is a space where children can self-regulate, speak to an adult, seek advice and support, engage in calm and quiet activities, etc.</li> <li>• Our children are equipped with the language to seek support if they need to. We value what children have to say.</li> <li>• Positive relationships with families enable staff to provide support beyond the school gates. We provide resources and signposting for families.</li> <li>• Provide support for children to transition to different year groups/phases of education. This includes speaking with parents and staff.</li> </ul>

## Supporting our Staff:

<p><b>Culture</b></p>	<p>The culture of our school is critical in ensuring that we have an enjoyable, rewarding working environment in which all colleagues believe the demands of their job are reasonable and manageable.</p> <p>We start from an assumption of professional trust and the belief that everyone seeks to do a good job. All leaders set good examples in how they behave and try to reduce levels of stress and anxiety within our school.</p> <p>SLT have an open-door policy and aim to be approachable for staff to come and speak about anything.</p> <p>Our school staff room is a place for staff to 'relax'. We provide:</p> <ul style="list-style-type: none"> <li>- Free tea and coffee</li> <li>- A basket of food for anyone who has forgotten their lunch</li> <li>- A book swap</li> <li>- Staff regularly bring cakes/biscuits</li> </ul>
<p><b>Workload</b></p>	<p>We give consideration to staff workload in the following ways:</p> <ul style="list-style-type: none"> <li>• We do not expect planning to be completed in a particular format, or submit it to senior leaders</li> <li>• Our marking and feedback policy requires staff to give minimal written feedback on children's learning. Teachers all have a feedback journal paid for within the school budget.</li> <li>• Where possible, e-mail communications are within working hours. Staff are not expected to read/respond to e-mails outside of the school day.</li> <li>• Data collection is purposeful and the data collection system is intuitive and supports ease of use.</li> <li>• Time is given within staff meetings to complete tasks (ie submit assessments) where possible. Staff meetings do not occur if there is another planned after school event within the same week.</li> <li>• Parents/carers evenings take place twice a year and collectively within the school hall to ensure scheduled meetings last only 10 minutes per parent/carer.</li> <li>• The written report format has been reduced to ensure that parents/carers receive a thorough report at the end of the academic year without this causing too much demand on our teachers.</li> <li>• Where new initiatives are introduced, they are based on evidence and research. Change is implemented using the EEF</li> </ul>
<p><b>Continued Professional Development</b></p>	<ul style="list-style-type: none"> <li>• We provide additional teacher development time (TDT) each week. This allows each teacher the dedicated time to invest in their own professional development. This can be individualised to the needs of the teacher and/or the children.</li> <li>• Appraisals ensure there is discussion about professional growth and career development.</li> <li>• CPD library (funded by school) is available for all staff.</li> <li>• INSET and staff meetings respond to the needs of the staff/school and link to the SIP.</li> <li>• Access to courses throughout the school year.</li> </ul>
<p><b>Wellbeing Services</b></p>	<ul style="list-style-type: none"> <li>• Each staff meeting starts with wellbeing. Leaders ask staff how they are and if there is anything that they would like to raise/discuss in relation to this.</li> <li>• Staff have access to a Wellbeing Service. There is a self-referral form for them to complete.</li> </ul>

## Partnerships

### Working with Parents and Carers

We will:

- Communicate effectively with parents/carers.
- Highlight sources of information and support about mental health and wellbeing on our website.
- Aim to develop positive relationships with families to ensure they feel confident to approach staff in school if they have any concerns about their child.
- Ensure all parents/carers know how to contact our school ELSA and seek additional support from school.
- Signpost parents to further support and/or develop their own knowledge of supporting their child(ren)'s mental health.
- Offer parents the opportunity to contribute their views to the systems we have in place to support mental health and wellbeing at Leighfield

### Working with other Agencies and Partners

We will work with other agencies to support children's emotional health and wellbeing including:

- The School Nurse
- Educational Psychology Services – EPIC (Discovery) and Partners in Psychology (Rutland)
- Rutland School Support Partnership (SSP)
- SEMH link teachers
- Speech and Language Services
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Resilient Rutland
- Counselling services
- ADHD Solutions
- Family support workers
- Discovery Trust
- Early Help

Goals	Theme	Actions	Outcomes
<p><b>Objective 1</b> The whole school is committed to promoting and protecting emotional wellbeing and mental health by achieving the wellbeing award.</p>	<p><b>Theme 1</b> Providing information about the award.</p>	<p>Continue to have a whole school approach to wellbeing. Inform parents, children and staff about the Wellbeing Award through a variety of communication (ie assemblies, letters, website, etc). Gain commitment from the advisory board in achieving the wellbeing award. Enlist a Change Team to include representative across the whole school community. Complete an audit and evaluate current provision for support staff and children’s wellbeing and mental health. Create an action plan to support staff and children’s wellbeing at Leighfield.</p>	<p>All staff, children and parents have a deeper understanding of the Wellbeing Award process and will be fully committed to the development of wellbeing and mental health support across our school community.</p>
<p><b>Objective 2</b> The school has a clear vision and strategy for promoting and protecting emotional wellbeing and mental health, which is communicated to all involved in the process.</p>		<p>Develop and communicate our school vision effectively to all stakeholders. Review our current provision and agree clear next steps and actions.  Review and understand risk factors and their impact. Ensure these are considered in the provision for children’s mental health.  Ensure there is continued evaluation. Create a Wellbeing Strategy and share this on our website for the school community to view.</p>	<p>The whole school community will understand and be committed to the school vision.  All staff will have a clear understanding of the risk factors for vulnerable pupils.  All stakeholders will contribute the action planning and development of wellbeing and mental health.</p>
<p><b>Objective 3</b> The school has a positive culture which regards the emotional wellbeing and mental health as the responsibility of all.</p>	<p><b>Theme 2</b> Understanding of the importance of emotional wellbeing and mental health.</p>	<p>Raise awareness of positive wellbeing and mental health through enrichment themed days (ie HelloYellow Day, Neurodiversity Week, Odd Socks Day, etc).  Children will have the opportunity to apply to be Wellbeing Ambassadors.</p>	<p>There is a holistic approach and culture of developing the ‘whole child’ at Leighfield with an understanding that</p>

	<p><b>Theme 3</b> Understanding my role in promoting emotional wellbeing and mental health.</p> <p><b>Theme 4</b> Ensuring that emotional wellbeing and mental health is seen as the responsibility of all.</p> <p><b>Theme 5</b> Encouraging people to talk about mental health issues.</p> <p><b>Theme 6</b> Encouraging people to talk about mental health issues.</p>	<p>Continue to develop the Curriculum to ensure there are purposeful opportunities for children to learn about the 'health triangle' – physical, mental and social wellbeing.</p> <p>Continue to create opportunities to collate pupil voice – ie annual emotional wellbeing survey.</p> <p>Develop the learning environment so that wellbeing is visible and valued by all. This will include the Wellbeing Room, Calm Corners in classrooms, displays, books, etc.</p>	<p>positive wellbeing leads to academic progress.</p> <p>Staff and parents are able to recognize emotional health issue and respond appropriately.</p> <p>Children are empowered to talk about their own wellbeing and mental health.</p> <p>The school environment is one in which there is a strong sense of belonging. Everyone accepts and understands that positive wellbeing and mental health is the responsibility of all.</p>
<p><b>Objective 4</b> The school actively promotes staff emotional wellbeing and mental health.</p>	<p><b>Theme 11</b> Supporting staff emotional health and wellbeing.</p>	<p>The wellbeing strategy is shared with all staff. The Staff Wellbeing Policy will continue to be reviewed.</p> <p>Staff wellbeing ambassador role will be developed.</p> <p>Staff have the opportunity to self-refer to the Trust Wellbeing Service.</p> <p>Wellbeing becomes something that is talked about regularly across the school staff ie at the start of every staff meeting. Policies to be reviewed in light of feedback (ie feedback policy).</p>	<p>Staff will feel valued and have a greater sense of their own wellbeing in the workplace.</p> <p>There is a caring culture across the school where staff support each other and mental health is openly talked about removing any 'stigma'.</p>



		<p>Consideration will be given within the school budget to ensure staff's wellbeing is considered and needs met (ie free tea and coffee).</p> <p>Develop staff room as a space for staff to relax and enjoy during social times.</p> <p>Leighfield's approach to appraisal will aim to support staff's wellbeing. 'Keeping in Touch' sessions will be in place to enable regular discussions about wellbeing.</p> <p>Staff feedback will continue to be collated via the annual staff survey, and Trust peer review process. This will inform next steps and areas for development.</p>	<p>Staff will value the appraisal process.</p>
<p><b>Objective 5</b> The school prioritises professional learning and staff development on emotional wellbeing and mental health.</p>	<p><b>Theme 7</b> Promoting professional development and training for emotional wellbeing.</p> <p><b>Theme 8</b> Ensuring confidence and capacity among staff in addressing emotional wellbeing and mental health.</p> <p><b>Theme 9</b> Identifying mental health issues.</p>	<p>The school will continue to have an ELSA in post to support children, but also disseminate their specialist training to support staff within the school.</p> <p>Wellbeing will be part of the Raising Achievement Plan and action plans will be developed annually.</p> <p>Wellbeing and mental health will inform school improvement and will feed into INSET and staff meetings (ie Inclusive Classroom training).</p> <p>20% of staff to become Mental Health First Aiders.</p> <p>All staff will use their additional Teacher Development Time to access mental health training through Flick Training.</p> <p>The SENDCO will develop a programme of CPD for all staff to ensure they have the appropriate skills and knowledge to effectively support the individual needs of the children at our school.</p>	<p>Staff will have a greater depth of knowledge around mental health needs and be able to respond appropriately.</p> <p>The whole school community will have access to high quality training enabling them to support pupil's mental health needs.</p> <p>School will have robust procedures for addressing any staff/children mental health and wellbeing concerns.</p>

		<p>SENDCO will achieve the Mental Health Lead Practitioner accreditation to support others within the school.</p>	
<p><b>Objective 6</b> The school understands the different times of emotional and mental health needs across the whole-school community and has systems in place to respond appropriately.</p>	<p><b>Theme 8</b> Identifying and acting on mental health issues.</p> <p><b>Theme 10</b> Supporting pupil emotional wellbeing and mental health.</p>	<p>ELSA will be released from class in the afternoons to provide emotional support for children.</p> <p>The school will develop an adult facilitated area at lunchtimes for children to visit if required to support their wellbeing.</p> <p>The school will utilise the Wellbeing Room as an area for private conversations and interventions with pupils. The resources will be developed to ensure a range of needs can be met.</p> <p>Resilient Rutland partnership will be utilised to provide workshops, webinars, coffee mornings and access to resources to support parents.</p> <p>The school will continue to maintain a referral process for identifying and supporting children who are identified as potentially in need of additional support (cause for concern forms).</p>	<p>School has a clear understanding of the emotional needs of its staff, pupils and parents.</p> <p>Parents will have access to appropriate training to positively enhance family life and gain a deeper understanding of mental health needs.</p>
<p><b>Objective 7</b> The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health.</p>	<p><b>Theme 12</b> Engaging the whole-school community in emotional wellbeing and mental health issues.</p>	<p>There will be regular opportunities to gain stakeholder voice. Feedback will be collated to inform future actions and identify areas for development.</p> <p>Continue to deliver assemblies that focus specifically on mental health.</p> <p>Continue to develop a diverse range of texts across the school that promote positive wellbeing and a sense of belonging.</p> <p>School will create a specific 'Wellbeing' area within our school website for sharing information and signposting.</p>	<p>Wellbeing Ambassadors will drive positive wellbeing across the school community.</p> <p>Excellent communication across the school community.</p>

		<p>Wellbeing ambassadors will be supported to provide peer support and raise awareness (ie assemblies).</p> <p>School will create an ELSA e-mail address to aid communication with families and an ongoing dialogue between home and school.</p>	
<p><b>Objective 8</b> The school works in partnership with other schools, agencies and available specialist services to support emotional wellbeing and mental health.</p>		<p>Leighfield will continue to network with school within Discovery to share good practice of wellbeing and mental health (ie SEND Networks, ELSA Networks, DSL Networks).</p> <p>A directory of agencies and services will be created and shared with staff and parents along with a referral process to support parents.</p> <p>The headteacher will continue to be part of the Steering Group for a lottery funded project to support the wellbeing and mental health of children and young people across Rutland.</p> <p>The school will participate with local commissioning arrangements such as, CAMH, EPIC, behaviour support, etc.</p>	<p>The school will have networks with others schools to share approaches to outstanding mental health and wellbeing support for all stakeholders.</p> <p>School will have strong links with outside agencies, therefore creating an effective referral process.</p> <p>School will continually engage with and participate in projects and networks that aim to enhance wellbeing and mental health support.</p>