

Pevensey and Westham CE Primary School & Little PaWS Nursery



Mental Health and Wellbeing Strategy

Launched September 2024

Reviewed September 2026

Senior Mental Health Lead: Kelly Kerr

"At PaWS we have an ambitious vision to work in partnership with families, the church and the wider community to prepare all our children with the knowledge, skills, values and behaviours they will need in order to flourish, reach their potential and enjoy fullness of life." John 10:10

Context:

In today's fast-paced world, it is crucial for PaWS to embrace a whole school approach to mental health and wellbeing. By weaving mental health strategies into the daily life of the school, we create a nurturing environment that supports emotional resilience and overall wellbeing. This approach not only boosts academic achievement but also sets the stage for pupils to live fulfilling lives. A vision for life in fullness means arming our whole school community with the skills they need to tackle challenges, foster positive relationships, and thrive in an ever-changing society.

'A whole school or college approach will benefit everyone, not just to mental health and wellbeing but more broadly improved attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient children and young people.'

Promoting children and young people's mental health and wellbeing - 2021

'Autism is not a mental health condition, but many autistic adults and children develop mental health problems and too many reach crisis point avoidably.'

National Autistic Society and Mind

'There has been a large rise in absences related to anxiety, stress, depression and other psychiatric illnesses which account for around a quarter (23%) of sick days. In fact, across 2022 there were around 6 million reported sick days for these mental health and wellbeing related reasons.'

Nuffield Trust - 2023

'Because we all have mental health, and with the right tools we can protect and promote this at every stage of life.'

Mental Health Foundation

Promoting a Whole School Approach to Mental Health and Wellbeing

In our school, the eight principles for promoting a whole school approach to mental health and wellbeing are thoughtfully integrated into our ethos. With a clear vision for nurturing a life in fullness, we prioritise creating a supportive environment that ensures the mental and emotional well-being of all pupils, staff and parents/carers. Our strategies encompass promoting a culture of openness, providing timely interventions, and fostering resilience among our school community. Through collaborative partnerships and continuous training, we strive to create a safe and inclusive space where mental health is valued, destigmatised, and actively supported.



Vision for Pupils:

Our vision is to create a positive and supportive environment where pupils thrive, embodying kindness, resilience, and overall wellbeing - nurturing body, mind, and spirit. We promote honesty, forgiveness, and self-compassion. By prioritising mental health, we empower pupils to navigate challenges confidently, fostering empathetic individuals who impact their communities positively.

Risk Factors that may affect pupils' mental health

- Feelings of being different, feeling isolated
- Home environment and family issues
- Issues with peer pressure, social media, e-safety concerns
- Barriers to learning, social isolation, and difficulties accessing support can exacerbate mental health challenges for SEND pupils.
- Issues with peer pressure, social media, e-safety concerns
- Past experiences of abuse, neglect, or significant loss can result in emotional distress.

What are we doing to support pupils' wellbeing?

- A vision that strives to ensure all pupils experience a life in fullness whilst at school.
- Zones of Regulation used throughout school
- Support from staff trained in mental health and bereavement
- Opportunity to attend counselling sessions
- ELSA 1:1 or group sessions to boost self-esteem and develop emotional literacy
- Referrals to specialists such as CAMHS
- Proactive Behaviour Support Plans that consider pupils' wellbeing
- School Wellbeing Council – focus on supporting positive mental health and wellbeing for the others.

What are we developing together?

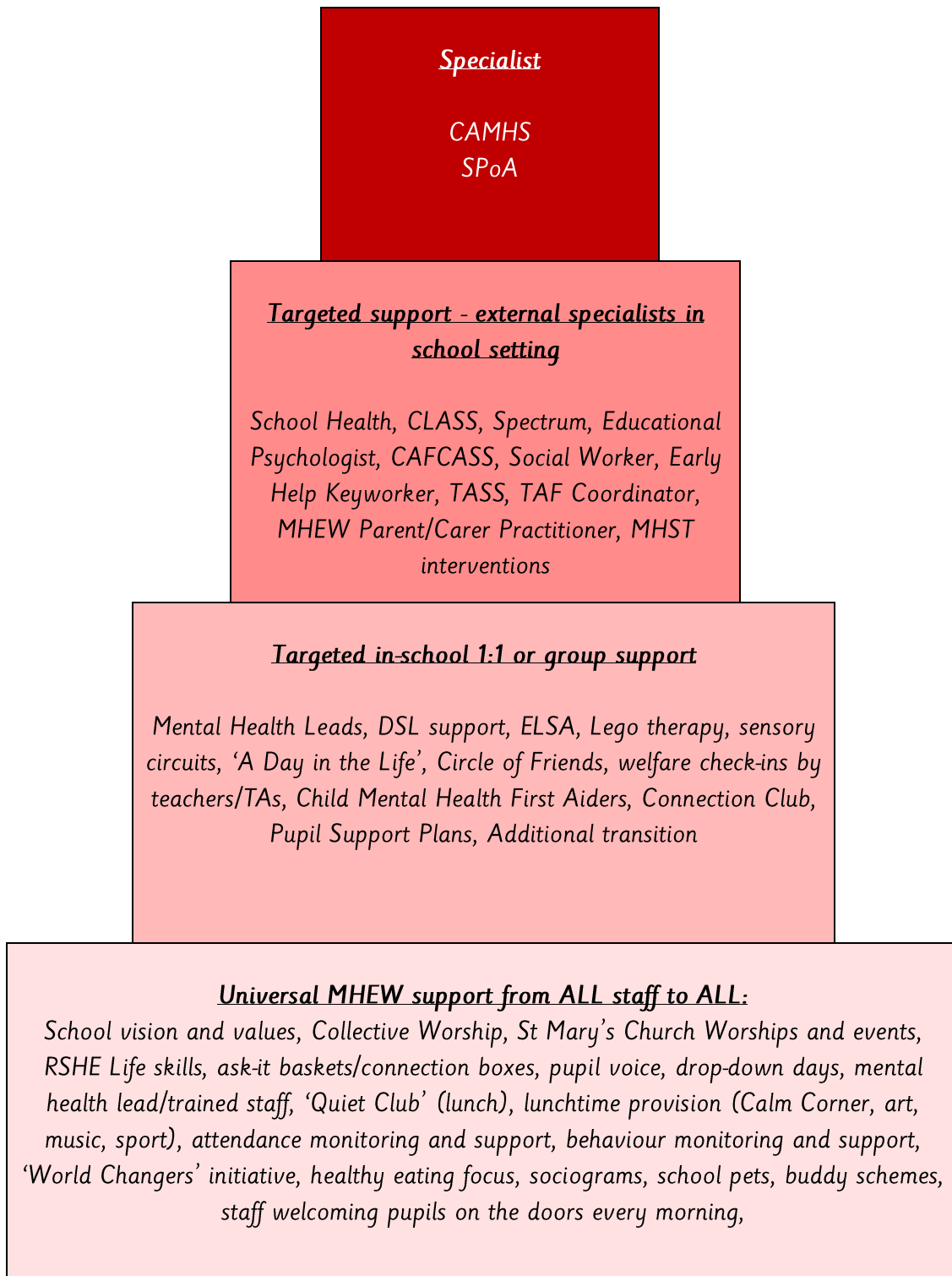
- Improved pupil voice opportunities

How will we measure progress?

- Feedback from pupil voice

Pupils' Pyramid of Provision:

At PaWS, we strive to offer a wealth of provision through a graduated response in order to support the mental health and wellbeing of our pupils.



Vision for Staff:

At our school, we envision a nurturing environment that prioritises the mental health and wellbeing of our staff. We believe in fostering a life of fullness, where individuals embody values of kindness, resilience, and health in body, mind, and spirit. Our community thrives on principles of honesty and forgiveness, creating a supportive and compassionate space for all. By championing mental health awareness and providing resources for self-care, we aim to cultivate a culture where staff feel valued, respected, and equipped to flourish both personally and professionally.

Risk Factors that may affect staff mental health

- *Issues in staff members' home life, such as family problems or financial concerns, can impact their mental wellbeing when at work.*
- *Work-life balance: Difficulty in balancing personal life with work commitments can lead to burnout and mental health issues.*
- *Inadequate support systems and resources within the school can make it challenging for staff to cope with their responsibilities effectively.*
- *Conflict or poor relationships with colleagues can negatively affect the mental health of school staff.*

What are we doing to support staff wellbeing?

- *Supportive working environment where staff are encouraged to share any issues and the SLT have an open-door policy*
- *Access to 'School Wellbeing' services, with opportunities to attend counselling sessions*
- *Wellbeing breakfasts and opportunities for staff social events*
- *Staff Wellbeing team*
- *Staff voice mechanisms e.g. questionnaires, suggestion box*
- *Referrals to specialists such as Occupational Health*
- *Appraisal system*
- *Continuous professional development opportunities*
- *Information and signposts to further support and advice e.g. local services, mental health charities, etc.*

What are we developing together?

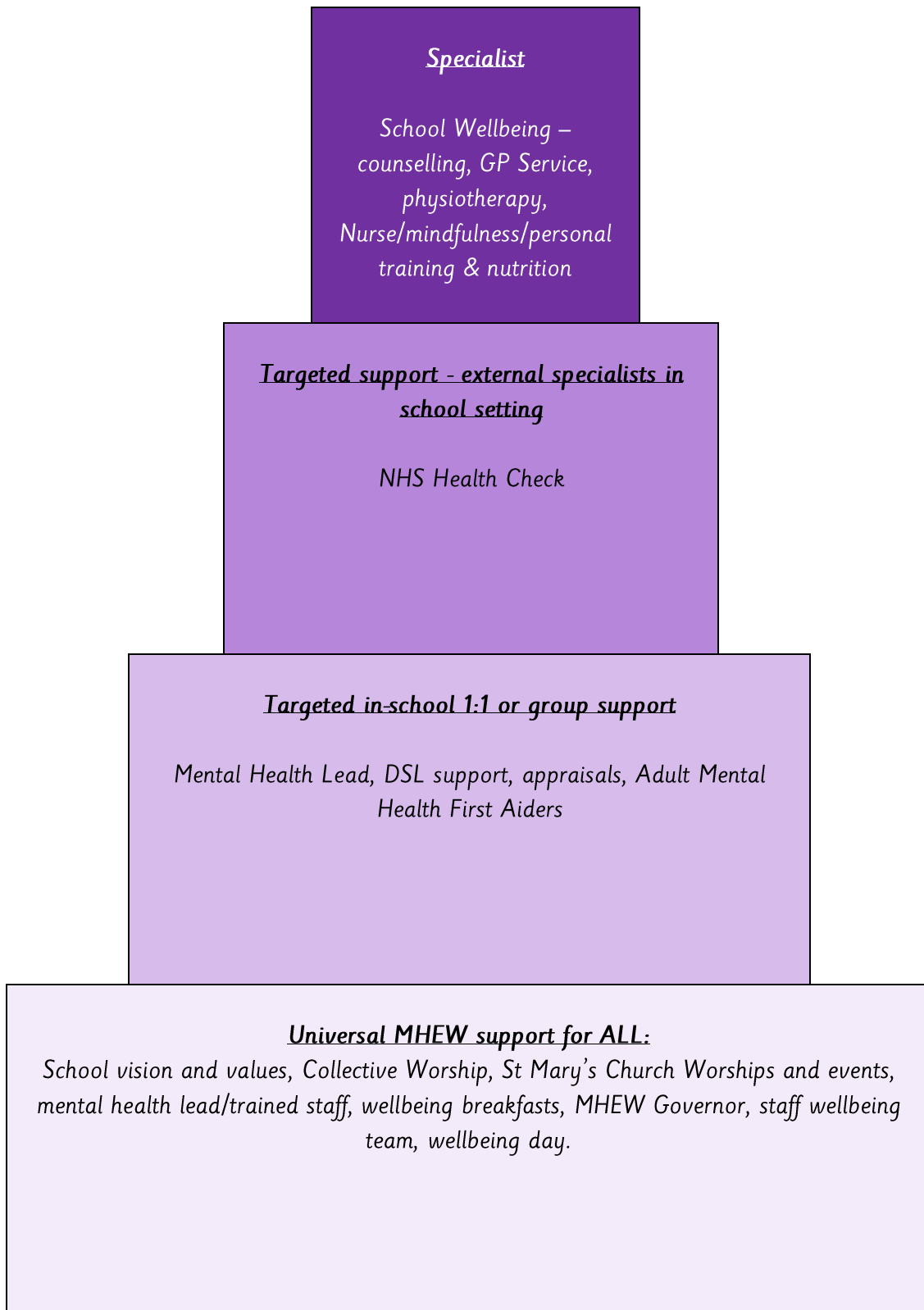
- *Investigate ways to reduce workload*
- *Communication*
- *Thoughtful timetable and school calendar – considering 'pinch points'*

How will we measure progress?

- *Surveys e.g., School Development Questionnaire, wellbeing surveys*
- *Feedback from appraisals*
- *Feedback from Staff Wellbeing team*

Staff Pyramid of Provision:

At PaWS, we strive to offer a wealth of provision through a graduated response in order to support the mental health and wellbeing of our staff.



Vision for Parents and Carers:

Our school envisions a supportive and nurturing environment where parents and carers are valued partners in the educational journey for their children. Our community encourages open communication, empowering parents and carers to feel confident in raising concerns and seeking support. Together and through a culture of understanding, we strive to create a space where everyone feels uplifted and supported in their journey towards a life of fullness.

Risk Factors that may affect parents and carers' mental health

- Financial stress can contribute to anxiety and affect mental well-being.
- Children with additional needs and requiring support from additional services can cause increased stress and emotional strain on parents and carers.
- Lack of access to parenting support can lead to feelings of isolation and being overwhelmed in managing daily challenges.
- Neglecting one's own mental health needs can result in burnout and difficulty in coping with parental responsibilities.
- Strained relationships with partners, family members, or friends can create added tension and impact mental health negatively.

What are we doing to support parents and carers' wellbeing?

- Welcoming and open-door approach – visible staff on the school gates and clear processes for communication with staff
- Parent/carer forums and 'Coffee Mornings' hosted by school and led by external agencies based on themes such as supporting children and families experiencing anxiety, bereavement, etc.
- Parent and carer voice mechanisms e.g. surveys
- Specialist support and advice from Speech & Language Therapists, ELSA
- Information and signposts to further support and advice e.g. local services, mental health charities, etc.
- Wellbeing advice and information available via newsletters, school website etc

What are we developing together?

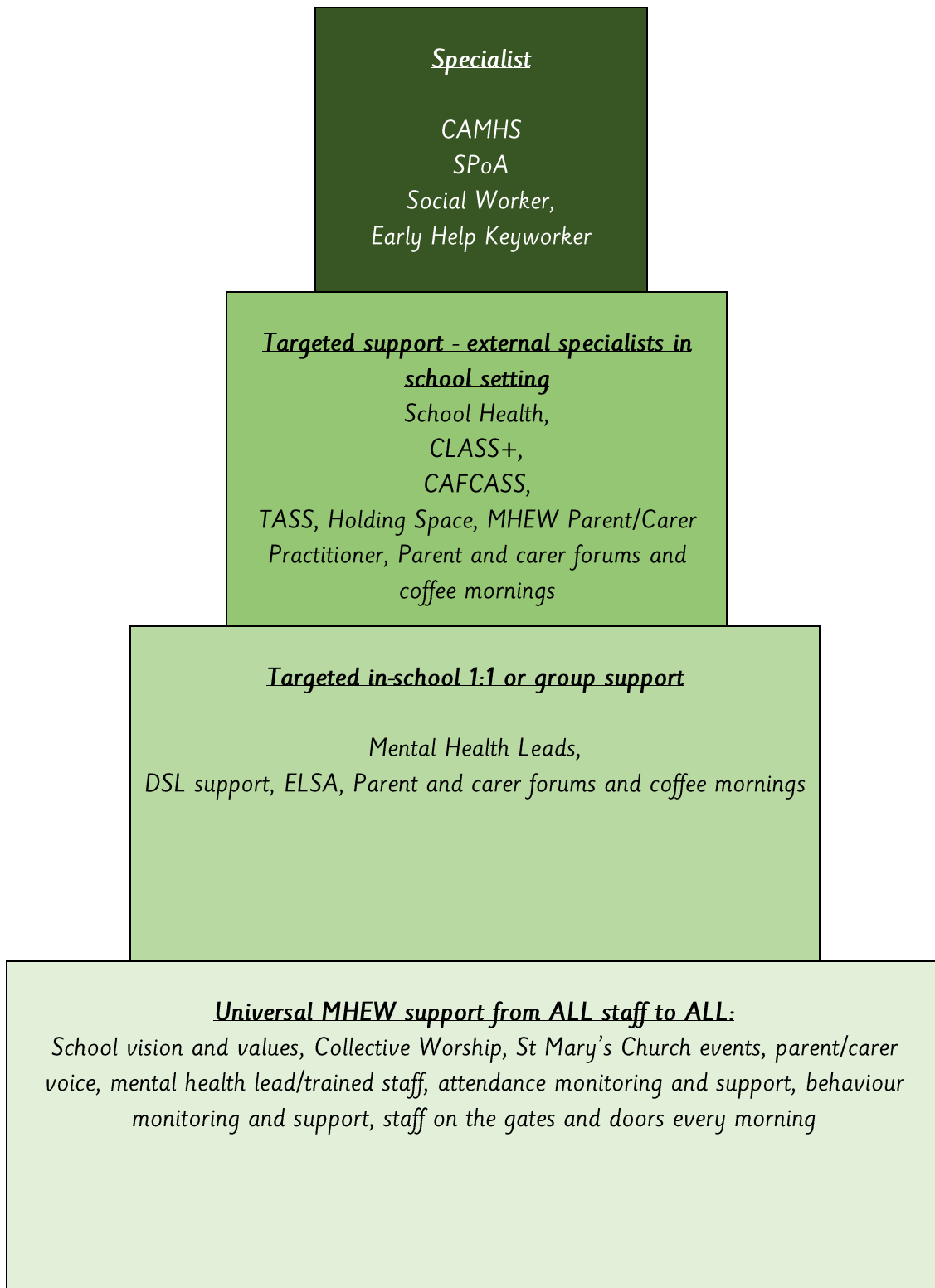
- Research into further support and events for parents/carers
- Communication
- Parent and Carer Co-ordinators

How will we measure progress?

- Surveys / questionnaires
- Parent contribution to annual reviews
- Increased parental engagement and responses Feedback from Staff Wellbeing team

Parents and Carers' Pyramid of Provision:

At PaWS, we strive to offer a wealth of provision through a graduated response in order to support the mental health and wellbeing of our parents and carers.



Glossary:

CAFCASS - Children and Family Court Advisory and Support Service

CAMHS (Child and Adolescent Mental Health Services)

DSL – Designated Safeguarding Lead

ELSA – Emotional Literacy Support Assistant

MHEW – Mental Health and Wellbeing

SPoA (single point of advice)

TASS – Team Around the School and Setting

TAF – Team Around the Family

MHST – Mental Health Support Team