Pevensey and Westham CE Primary School

Mental Health and Wellbeing Strategy

September 2024

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."

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

'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.'

'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

'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

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

Mental Health

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.

Promoting Positive Wellbeing

At PaWS we use 'the five ways to wellbeing' as a scaffold for promoting wellbeing amongst all:

Connect

Connect with the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community.
Think of these as the cornerstones of your life and invest time in developing them. Building these connections will support and enrich you every day.

Be active

Go for a walk or a run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good.
Most importantly, discover a physical activity that you enjoy and one that suits your level of mobility and fitness.

Give

Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group.
Look out as well as in. Seeing yourself and your happiness linked to the wider community can be incredibly rewarding and creates connections with the people around you.

Keep learning

Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Fix a bike.
Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving. Learning new things will make you more confident as well as being fun.

Take notice

Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment whether you are walking to work, eating lunch or talking to friends.
Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.

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
- Barriers to learning, social isolation, and difficulties accessing support can exacerbate mental health challenges for SEND pupils.
- Issues with peer pressure, social media, online 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.
- Welcoming and nurturing approach from all staff – strong relationships
- 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

What are we developing together?

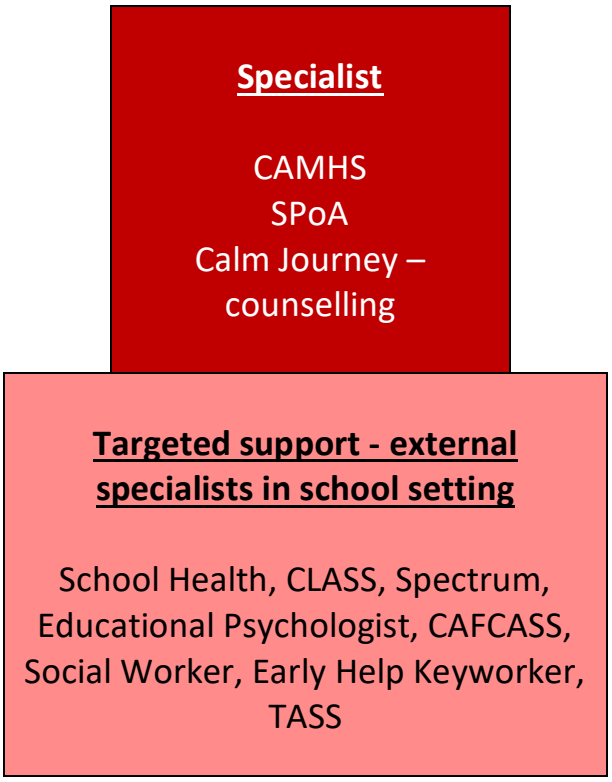
- Improved pupil voice opportunities
- School Wellbeing Council – (the merging of School Council and Wellbeing Ambassadors)

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.



Targeted in-school 1:1 or group support

Mental Health Leads, DSL support, ELSA, Lego therapy, sensory circuits, 'A Day in the Life', Circle of Friends, welfare check-ins by teachers/TAs,

Universal MHEW support from ALL staff to ALL:

School vision and values, Collective Worship, St Mary's Church Worships and events, RSHE Life skills, ask-it baskets, pupil voice, drop-down days, mental health lead/trained staff, 'Quiet Club' (lunch), lunchtime provision (Calm Corner, art, music, sport), attendance monitoring and support, behaviour monitoring and support, 'World Changers' initiative, healthy eating focus, sociograms, school pets, buddy schemes, Holding Space assembly

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

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 further ways to reduce workload whilst maintaining high standards (including support from AI)
- 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.

Specialist

School Wellbeing – counselling, GP Service, physiotherapy, Nurse/mindfulness/personal training & nutrition

Targeted in-school 1:1 or group support

Mental Health Lead, DSL support, appraisals, menopause and mid-life matters support, staff wellbeing team

Universal MHEW support for ALL:

School vision and values, Collective Worship, St Mary's Church Worships and events, mental health lead/trained staff, wellbeing breakfasts, MHEW Governor, staff wellbeing team,

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

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. This may also impact children with siblings who have additional needs.
- 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.
- Past experiences of abuse, neglect, or significant loss can result in emotional distress.

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?

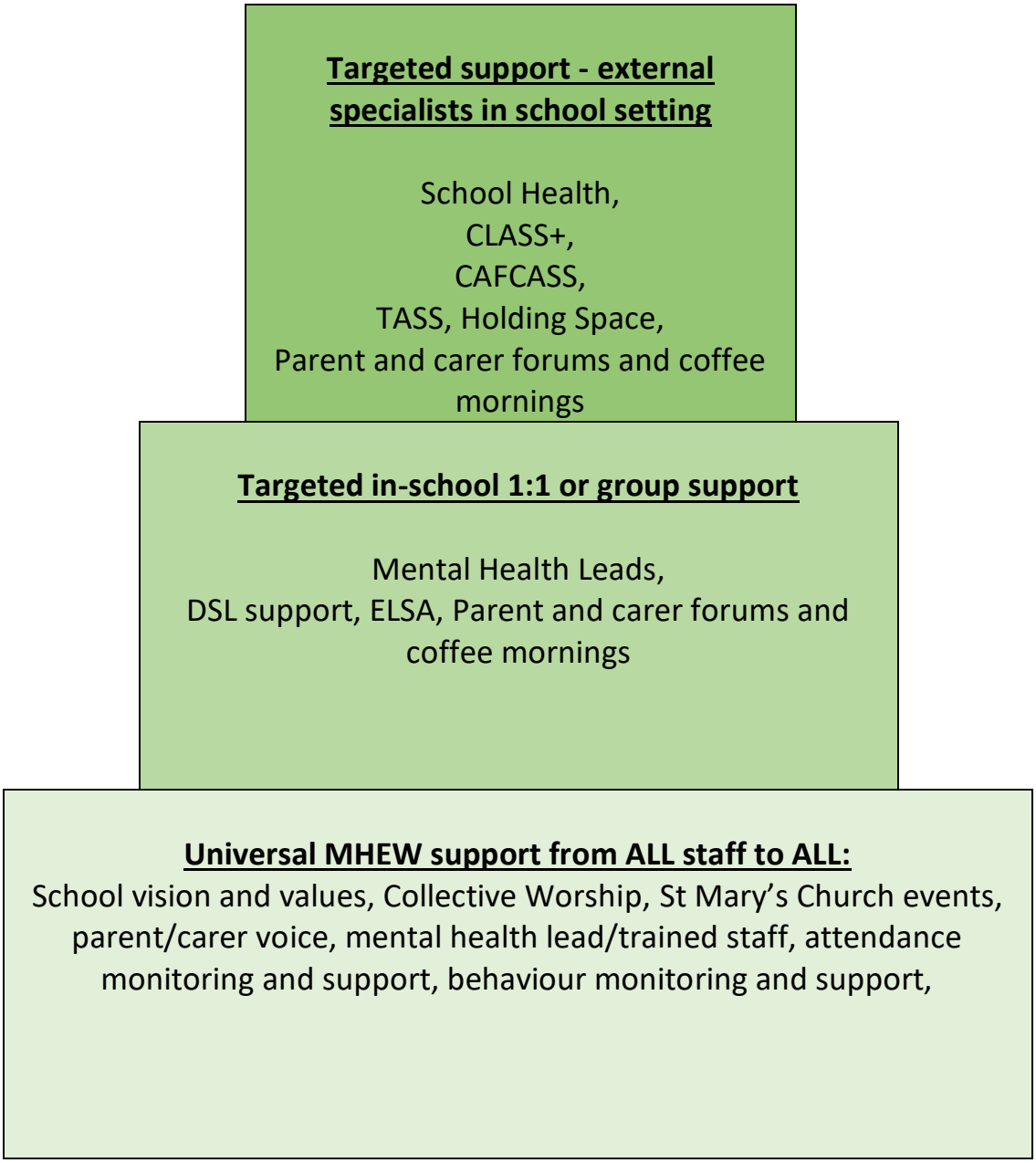
- Surveys / questionnaires
- Parent contribution to annual reviews
- Increased parental engagement and responses

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.

Specialist

CAMHS
SPoA
Social Worker,
Early Help Keyworker



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