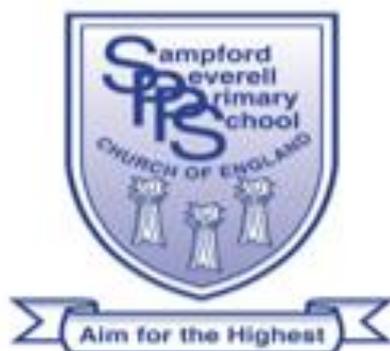


# ventrus

Multi Academy Trust



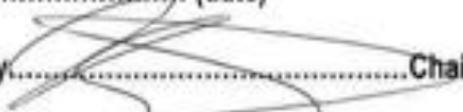
**SAMPFORD PEVERELL PRIMARY SCHOOL**  
**Principles of a Mentally Healthy School**

**MODEL POLICY & PROCEDURE**  
**VERSION: JULY 2018**

This Policy was adopted by:

The Directors of Ventrus Multi Academy Trust

on 17/07/19 (date)

Signed by  Chair of Directors

Review Date..... Signed.....

Review Date..... Signed.....

## Appendix 2: The 8 Principles of a Mentally Healthy School

### Sampford Peverell C of E Primary School



<b>LEADERSHIP &amp; MANAGEMENT</b>	<p><b>School Contribution:</b></p> <ul style="list-style-type: none"> <li>At the core of these Eight Principles is Leadership and Management. Their commitment and drive are key in embedding this policy at the heart of our school</li> <li>At Sampford Peverell Primary School our Safeguarding Lead and Head Teacher Helen Hurford is leading the development of our Whole School Mental Health Strategy with our SENDCo Kerensa Scillitoe and Mental Health Champion Carlie Salter. This has involved working together to ensure that helping pupils and staff learn how to look after their mental health is embedded in school practice and culture, through regular staff meetings, Governor's meetings and engaging with feedback from the School Council.</li> <li></li> </ul>
	<p><b>Community Contribution:</b></p> <ul style="list-style-type: none"> <li>EH4MH Consultation and Supervision is encouraged across the school, including being accessed by the Senior Leadership Team</li> <li>Support from the school's Multi-Academy Trust, Ventrus</li> <li>Liaising with the extensive range of local services who input into school life</li> <li>Diocese support</li> </ul>
	<p><b>National Contribution:</b></p> <ul style="list-style-type: none"> <li>Department of Education guidance</li> <li>Ofsted</li> </ul>

<b>SCHOOL ETHOS &amp; ENVIRONMENT</b>	<p><b>School Contribution:</b></p> <ul style="list-style-type: none"> <li>Sharing of the school's mission statement and our core Christian values, by displays around the school, website, through teaching and implicitly and explicitly in regular information to parents</li> <li>Our school policies including the Behaviour policy, Anti- Bullying, Inclusion, Safeguarding, all hold the pupils' health at the fore front</li> <li>We create a sense of belonging by celebrating individual and team achievements through weekly rewards during whole school Worship. These include Writer of the week, Mathematician of the week, Star of the week</li> <li>We teach the school values and ethos in our PSHE lessons</li> <li>We celebrate and share learning</li> <li>As a Church of England school, we have a prayer space</li> <li>Mental Health week for pupils and staff</li> <li>Pupils will be trained this year to become Mental Health Ambassadors</li> <li>Presentations to staff, children and families on mental health</li> <li>Information and displays on a range of aspects of being mentally healthy, what mental health is, including the 10-a-day options for looking after our mental health</li> </ul>
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- Peer Mediators and Ethos Committee members are available and present in the school and play a part in embedding our ethos and values
- Designated areas within school where children can have space and calm down
- Educational Psychologist
- Mindfulness sessions in class, mindfulness group, mindfulness ambassadors and information zone with ideas and mindful activities
- Indoor play area for those who will benefit at break times
- Learning Power language is promoted in the classroom to help foster resilience and self-efficacy
- In our anti-bullying initiatives, we explain how bullying can impact on mental health
- Buddy system
- We encourage outdoor learning opportunities through forest school, outdoor education days, outdoor classrooms, 1K-a-day and residential trips
- Promoting awareness across the school of the various interventions and targeted groups in school, so children are aware of available support, and to embed the culture of valuing diversity and respecting each other.
- We let our parents know that we talk about looking after our mental health, through the website, emails, information at parents' evenings and at the new parent events.
- All adults are responsible for the mental health of all our children
- Healthy Minds room

#### **Community Contribution:**

- Social, Emotional, Mental Health, Wellbeing and Behaviour Team from Babcock
- We actively promote working with services to promote a culture of acceptance and looking after children's needs, including their mental health
- Links with our local faith community who contribute to assemblies and student support including one to one and youth groups
- Early Help 4 Mental Health training, supervision and consultation
- Promotion of physical and mental health by our School Nurses
- Inspirational speakers, presentation on themes related to school values and learning powers
- Having outside spaces and gardens that the children can access in curriculum, as part of their targeted support and in their breaks
- Working with local artists and art-based charities on different projects helps children create art work that shows our embedded ethos and values – these projects are displayed around the school and grounds

#### **National Contribution:**

- Our Mental Health Champion is our designated member of staff with the responsibility to stay informed of national guidance and policies regarding mental health
- Using opportunities from National Mental Health Day and Week to promote awareness
- Using resources from national organisations visually in the school, via display boards, websites and newsletter. These included Mind, Heads Together, Time to Change, Samaritans, Childline, LGBTQ Foundation and Mermaids (supporting gender diverse and trans-gender children) to promote opportunities for help seeking information

## **CURRICULUM, TEACHING & LEARNING**

### **School Contribution:**

- Daily '1K' for all children and adults across the school, can be walking or running with a focus on not being a race
- Each class has its own garden that they nurture
- Trained staff deliver Personal Social and Health Education. This is mandatory and given designated time
- Teachers deliver sessions on focused, topical mental health and wellbeing issues
- Children have sessions to raise awareness of mental health
- We use a Healthy Minds approach across the whole school, which helps us understand the needs being signalled by our children's behaviour, and gives us targeted strategies and activities to help their emotional learning
- Mindfulness is promoted and used in lessons and targeted interventions
- Exercise – there is a strong link between good physical and mental health. Children participate in Jump Start Jonny sessions twice a day. This includes calming yoga sessions
- In break times we make explicit links between the 10-a-day choice of taking a break and its beneficial impact to mental health
- Learning about keeping selves safe, including explicit teaching about the NSPCC's Pants Rule
- Our staff are competent in discussing mental health with children
- Other curriculum opportunities to explore mental health include Science, RE, PSHE and PE
- We encourage positive learning in our classrooms and school. This has a positive impact on self-esteem, resilience, ability to accept challenge and perseverance. Children learn that they can ask for help and make a change
- We Eat Elephants Programme is run in school, focusing on helping younger children understand what they are feeling, why and how to deal with the effects and, with older children, dealing with current issues they may be facing
- Staff deliver Normal Magic for the classroom
- We use Fill Your Bucket – children put pieces of paper in a bucket of positives that they have demonstrated to others by being helpful, kind or thoughtful, alongside classroom learning about Learning Powers, which are also bucket-fillers

### **Community Contribution:**

- Our School Nurse joins our curriculum to deliver training on healthy relationships
- EH4MH training packages delivered
- Life Skills day for Y6s, including input from RNLI, Police, Fire Service and including internet safety
- Police Community Support Officers deliver lessons on online safety
- Bikeability and balanceability

### **National Contribution:**

- D of E recommendations
- We promote the NSPCC safeguarding campaign Pantasaurus
- We introduce our children to national mindfulness initiatives such as Headspace, Calm and Breathe apps

	<ul style="list-style-type: none"> <li>• Mentally Healthy Schools website – for primaries, from Heads Together Campaign, including lesson plans, assembly plans, whole school resources, PSHE resources and small group work <a href="http://www.mentallyhealthyschools.org.uk">www.mentallyhealthyschools.org.uk</a></li> </ul>
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<b>STUDENT VOICE</b>	<p><b>School Contribution:</b></p> <ul style="list-style-type: none"> <li>• School Council and Ethos Team</li> <li>• Peer Mediators</li> <li>• Playground Leaders</li> <li>• Peer Mental Health Ambassadors</li> <li>• Pupil voice in IEPs</li> <li>• Children being involved in staff interview process/panels</li> <li>• Children’s contribution to their pupil passports</li> <li>• Children’s attendance at / contribution to Team Around the Family meetings and Personal Education Plan meetings</li> <li>• Children part of the restorative process</li> </ul>
	<p><b>Community Contribution:</b></p> <ul style="list-style-type: none"> <li>• Encouraging children to attend local youth groups</li> <li>• Sports competitions with local and national schools, designed to bring communities together</li> <li>• Messy Church</li> </ul>
	<p><b>National Contribution:</b></p> <ul style="list-style-type: none"> <li>• Children’s contributions to Ofsted</li> <li>• Young Minds</li> <li>• Kooth</li> <li>• Childline</li> </ul>

<b>STAFF DEVELOPMENT, HEALTH &amp; WELLBEING</b>	<p><b>School Contribution:</b></p> <ul style="list-style-type: none"> <li>• Personal interview with Head each term, to talk about wellbeing, personal and professional development</li> <li>• Appraisals</li> <li>• Supervision for staff working with particular children</li> <li>• Training for staff (need identified by appraisals, and also whole-school training)</li> <li>• Giving staff time to do their work</li> <li>• Culture of “it’s ok to say things are not ok” – no blame culture</li> <li>• Staff meetings away from school premises</li> <li>• Culture of saying “thank you” to help staff feel valued</li> <li>• Recognising the importance of these gestures from Head and SLT</li> <li>• ‘Time to be mum/dad’ – 5-10 minutes of release to do activities with a child in the school/other school</li> <li>• Social events for staff</li> <li>• Reference 10-A-Day to staff</li> <li>• Governor responsible for wellbeing, having ring-fenced time on the agenda to discuss this</li> <li>• SLT reviewing workload and wellbeing</li> </ul>
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	<ul style="list-style-type: none"> <li>• Culture of staff being able to share laughter and tears</li> <li>• Promoting and valuing that there is no divide between Teachers and Teaching Assistants</li> <li>• Encouraging staff not to link work emails to their mobile phones</li> <li>• Head checking emails at a particular time, letting staff know that this happens; aiming to reduce staff waiting for responses</li> </ul> <p><b>Community Contribution:</b></p> <ul style="list-style-type: none"> <li>• All staff have accessed a range training from EH4MH, raising awareness of mental health, promoting ways to be mentally healthy and noticing signs which may include a young person struggling with their mental health</li> <li>• Occupational Health</li> <li>• Learning Community</li> <li>• Networks within Multi-Academy Trust – supportive meetings and partnerships</li> <li>• Links with local church, including support from staff</li> </ul> <p><b>National Contribution:</b></p> <ul style="list-style-type: none"> <li>• Trade unions</li> <li>• Promoting National Mindfulness Resources for staff</li> <li>• Mentally Healthy Schools website – for primaries, from Heads Together Campaign, including information on a range of mental health difficulties in children, risks and protective factors and what schools can do <a href="http://www.mentallyhealthyschools.org.uk">www.mentallyhealthyschools.org.uk</a></li> </ul>
<p><b>IDENTIFYING NEED &amp; MONITORING IMPACT</b></p>	<p><b>School Contribution:</b></p> <ul style="list-style-type: none"> <li>• The School’s safeguarding policy outlines the duties and responsibilities of school staff for safeguarding the young people in our care. The school works closely with the Multi-Agency Safeguarding Hub and Children and Young People’s Services to achieve this</li> <li>• Teachers play an essential role in helping to identify and monitor their children’s needs</li> <li>• Staff are aware of school processes for flagging up which children are particularly vulnerable and ensuring the right support is given in school and sought outside of school where relevant. This process of responsibility is reinforced in staff meetings</li> <li>• Children can find visual ways of representing how they are feeling, and how they are managing with difficult situations, easier to use than explaining with words. These are particularly useful for children who may have language or processing difficulties. They also give a consistent approach which encourages children to feel more confident in expressing their feelings. Visual representations include Wellbeing Questionnaires, Blob Feelings, Lego Emotions and a range of Widgit symbols.</li> <li>• The need for further assessments can be identified and co-ordinated by the SENDCo who may use Individual Education Plans (IEPs) to plan a cycle of assessment, planning, doing and reviewing</li> <li>• The Special Educational Needs register can help in identifying which children would benefit from additional interventions and provision, alongside their IEPs</li> <li>• Attendance records and records of internal and external exclusions provide a source of information to identify children that may benefit from additional support</li> </ul>

	<ul style="list-style-type: none"> <li>• SIAMS Inspection at Church of England schools helps to evaluate the Christian distinctiveness and effectiveness of the school and ensure the development of the whole school as well as the individual child</li> <li>• Other information can also help to identify needs such as the number of children on Pupil Premium and Free School Meals</li> <li>• It is important that feedback is gathered regularly from children, staff and parents and carers</li> <li>• <b>We will use The Boxall Profile to measure the effectiveness of a range of our specific interventions within the school, such as our Forest School group</b></li> </ul> <p><b>Community Contribution:</b></p> <ul style="list-style-type: none"> <li>• The school links with teams across Integrated Children’s Services with regards to individual children’s needs, including working with a family to complete a referral to CAMHS or helping empower a young person or family to make that referral (via <a href="http://devon.integratedchildrensservices.co.uk">devon.integratedchildrensservices.co.uk</a> or by phoning 0330 024 5321 and asking for a referral form)</li> <li>• EH4MH provide training, consultation and supervision to school staff regarding mental health and the promotion of ways for the whole school to keep mentally healthy. This is accessed by all staff</li> <li>• Educational Psychology Services provide assessments and reviews on individuals, training and support for staff in meeting those children’s educational, social and emotional needs as appropriate</li> <li>• Public Health Nurses work with individual children and families in the school</li> <li>• Multi-Agency Safeguarding Hub and Children and Young People’s Services</li> <li>• The Community Police Service provides awareness to staff and children about keeping safe</li> </ul> <p><b>National Contribution:</b></p> <ul style="list-style-type: none"> <li>• The Mental Health Champion uses ‘Measuring and Monitoring Children and Young People’s Mental Wellbeing: A Toolkit for Schools and Colleges’ (Public Health England and Evidence Based Practice Unit) for information on appropriate tools to measure impact of interventions</li> </ul>
<p><b>WORKING WITH PARENTS &amp; CARERS</b></p>	<p><b>School Contribution:</b></p> <ul style="list-style-type: none"> <li>• Running ‘From Timid to Tiger’ group for parents of anxious children</li> <li>• We work alongside families using the Team Around the Family system, so there is a united approach from home and school which can be bespoke to support each individual family</li> <li>• Open door policy where parents and carers are encouraged to come in to school</li> <li>• Parent workshops on numerous topics, including mental health</li> <li>• Half-termly open afternoons which all parents are invited to, to go through whole-school learning programmes and what the children will be learning in class</li> <li>• Termly parents evening</li> <li>• Parent transition support when starting school and moving on to secondary</li> <li>• PTA fundraising events</li> <li>• Head Teacher welcoming children and parents/carers each morning and end of the day at the gates</li> <li>• All staff are welcoming and let children, parents and carers feel that they belong</li> </ul>

- Link with local toddler group
- Operation Encompass – Police and Education early intervention safeguarding partnership which supports children exposed to domestic abuse by reporting it to schools before the start of the next school day when the child has been involved or exposed to a domestic abuse incident the previous evening, in confidence to the schools Designated Safeguarding Officer ([www.operationencompass.org/](http://www.operationencompass.org/))
- Home visits
- Supporting parents with online referrals for external agencies and support
- Pro-active response from the Head Teacher to any problems raised by parents/carers
- Parent response questionnaire with following up of comments where extra support, explanation or advice can be given, or relations smoothed over
- EH4MH training with parents
- Contacting parents of targeted children in advance of opportunities which they could access eg: parents evening
- Pro-actively contacting parents when they have been unable to access particular things, to see what the school can do to help
- Parent governors on interview panels for school staff

#### **Community Contribution:**

- PTA
- Being part of the Early Help process, using the Team Around the Family approach
- Parent volunteers within school
- Parenting groups and support using the Solihull system
- Incredible Years Programme through Children's Centre
- Village fete with the Church
- Family Intervention Team (accessed through the Early Help process)
- Devon Integrated Children's Services (ICS) – school staff encourage parents to access the ICS Single Point of Access (SPA) by phone or through the website 0330 024 5321 [devon.integratedchildrenservices.co.uk](http://devon.integratedchildrenservices.co.uk)
- Children and Young People's Services including the Multi-Agency Safeguarding Hub (MASH)
- Parish Church and Vicar
- Local paper and social media with positive stories about the school
- Cygnet and Early Bird training courses for parents/carers with a child with a diagnosis of Autistic Spectrum Condition. Early Bird (2-5 years) and Cygnet (5-7 years)
- Bis-net Behaviour Support Service – offering a range of workshops for parents and carers ([www.bis-net.org.uk](http://www.bis-net.org.uk))
- Pinpoint directory of Devon services and organisations supporting children and families ([www.pinpointdevon.co.uk](http://www.pinpointdevon.co.uk))
- Devon Communication and Interaction Team through Babcock
- Children's Centres
- Local Community Safety Partnerships – organisations working together to keep inhabitants safe (including police and local council)
- Devon Information Advice and Support for SEND (DIAS) – impartial advice for parents around processes to support children with special educational needs, and the children's rights ([www.devonias.org.uk](http://www.devonias.org.uk))
- SPLITZ (Devon Abuse Support Services)
- Local Bereavement support agencies – Balloons, Force, Cruse Bereavement Care

	<ul style="list-style-type: none"> <li>• CHAT (Churches Housing Advice Team) – advice service for housing, tenancy support and winter fuel-poverty scheme</li> </ul> <p><b>National Contribution:</b></p> <ul style="list-style-type: none"> <li>• NHS</li> <li>• Childline</li> <li>• Young Minds – charity promoting awareness of and information about mental health difficulties in young people, with online information and resources for young people and parents (<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>)</li> <li>• NSPCC – Information on how to keep children safe from abuse and other dangers, online and in the physical world, information for parents on separation, divorce and contact, and helping children to get the right support (<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>)</li> <li>• NSPCC online safety advice – including advice, phone support and school resources and network, guide to social networks children and young people use (<a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/">www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/</a>)</li> <li>• UK Safer Internet Centre – advice for young people, parents/carers, schools and governors (<a href="http://www.saferinternet.org.uk">www.saferinternet.org.uk</a>)</li> <li>• Childnet International - advice for young people, parents/carers and schools regarding internet safety (<a href="http://www.internetmatters.org">www.internetmatters.org</a>)</li> <li>• Get Safe Online – information for parents/carers (<a href="http://www.getsafeonline/safeguarding-children/">www.getsafeonline/safeguarding-children/</a>)</li> <li>• Gingerbread – charity for single parent families; running online forums, advice and single parent groups (<a href="http://www.gingerbread.org.uk">www.gingerbread.org.uk</a>)</li> <li>• CAFCASS – Children and Family Court Advisory and Support Service, look after the interests of children involved with family proceedings. The website has information for parents and carers (<a href="http://www.cafcass.gov.uk">www.cafcass.gov.uk</a>)</li> </ul>
<p><b>TARGETED SUPPORT</b></p>	<p><b>School Contribution:</b></p> <ul style="list-style-type: none"> <li>• Forest School</li> <li>• Dedicated TAs for Pastoral Care and Intervention Support Work, carrying out specific one-to-one and small group interventions to support emotional regulation</li> <li>• Social Skills/Social Communication group</li> <li>• SENDCo role includes advising on classroom practice</li> <li>• Subsidised breakfast club</li> <li>• Pop-up clubs at lunchtime</li> <li>• Supported lunchtime sessions/mentoring for children having a challenging time</li> <li>• Peer-to-peer support</li> <li>• Child volunteers for younger year group (to build self-esteem)</li> <li>• Peer mediators (Y6) trained to deal with conflict resolution</li> <li>• Peer buddy system</li> <li>• Golden Time learning on Friday afternoons</li> <li>• House groups (groups made vertically through the school to do specific team activities and to encourage looking after each other behaviours)</li> <li>• Celebration Worship</li> <li>• School Counsellors</li> <li>• Enhanced transition support between classes and for moving on to secondary school, for vulnerable children</li> </ul>

- Head Teacher meet and greet in the morning, and supporting on leaving after school
- Healthy Minds room in school as a withdrawal space/space for emotional regulation
- Using specific interventions for building 'Learning Powers' to support children in knowing what a good learner looks like in class
- Parent induction – for parents new to the school
- Social, Emotional, Mental Health, Wellbeing and Behaviour Team from Babcock
- Using attachment focused approach with certain children
- Mindfulness group intervention sessions
- Relax Kids CDs – relaxation scripts for children to find it hard to calm
- Gardening as a targeted support for particular children with SEMH difficulties
- Ethos of 'We always target additional support to children who need it'
- Personalised curriculum / reduced timetable for some children as needed
- Adjusted timings for some children who need a smoother start or end of the day
- Fun Fit for targeted groups
- Sewing club as a targeted intervention for vulnerable children
- Behaviour Care Plans
- Stress charts used to help children recognise and regulate their emotions
- Social stories
- Individual Mental Health Plan, documenting strategies which work for a child, asking their permission to share with teaching staff and parents, so that staff are aware of what works for them
- Restorative approach to peer altercations or to unpicking disagreements or upsets between pupils and staff
- Fixed agenda item on staff meetings, of raising which children are struggling, so there can be a whole school approach to supporting them
- Flexible expectations around behaviours and appropriate sanctions – not a one-size-fits-all approach
- Individualised system of signaling for particular children to let staff know they are struggling or need to access calming strategies eg: exit card
- Small group interventions targeting anxiety and friendships; Circle of Friends
- Give specific roles to targeted children eg: play leaders
- We Eat Elephants Programme, focusing on helping young children understand what they are feeling, why and how to deal with the effects; and with older children, dealing with current issues they may be facing
- School's contribution to the Team Around the Family (TAF) process
- Designated teacher for Children in Need
- Normal Magic
- School has a Social Emotional and Mental Health (SEMH) Champion
- Time with a member of staff who can listen
- Individual Education Plans
- Enhanced Transition Plans as an aid to vulnerable children and those with ASD
- All staff have EH4MH training
- Promote school roles and responsibilities to children who may not usually engage with this
- Home visits prior to school entry
- Using a 5-point-scale to help children suffering with anxiety, to help them recognise their feelings

**Community Contribution:**

- Public Health Nurse Service – School Nurses, Health Visitors and Community Health Workers
- Solihull Parenting Group – via local Children’s Centre
- Family Intervention Team (accessed through Devon Early Help process)
- Social, Emotional, Mental Health, Wellbeing and Behaviour Team (Babcock)
- Local bereavement support agencies - Balloons
- SPLITZ – Devon domestic abuse support services
- Church
- Devon Young Carers
- Virtual School – for Children in Care
- EH4MH
- Links with local police including Police Community Support Officers (PCSOs) having targeted conversations with children about safety in the community
- PTFA raising funds for targeted support
- Local charities – access for funding for targeted provision
- Food banks
- Educational Welfare Officer
- Portage
- Educational Psychologist
- Volunteers, including volunteer readers and Governors volunteering in the school
- Bikeability and Balance-ability
- Enrichment activities – residential from year 3
- Communication and Interaction Team
- Children and Young People’s Services and MASH
- Donkey Sanctuary Visits and Riding Therapy
- Transition work with local secondary schools
- Links with local school, including helping support children making managed moves
- Life Skills day for Y6s, including input from RNLI, Fire Service, Police and including internet safety
- Pinpoint directory through Devon County Council, including Disc+ for services for children with additional needs
- Devon Early Help process and support
- Dyslexia Outreach
- 0-25 team at Devon County Council
- Devon Information Advice and Support for SEND (DIAS) – impartial advice for parents around process to support children with special educational needs, and the children’s rights ([www.devonias.org.uk](http://www.devonias.org.uk))
- Early Years Consultant

**National Contribution:**

- Childline
- Samaritans
- NSPCC
- Young Minds – charity promoting awareness of and information about mental health difficulties in young people, with online information and resources for young people and parents ([www.youngminds.org.uk](http://www.youngminds.org.uk))
- Mind - mental health charity with a website which includes information on a range of mental health difficulties ([www.mind.org.uk](http://www.mind.org.uk))

	<ul style="list-style-type: none"> <li>• Department of Education, including targeted funding channels, Pupil Premium and Individual Inclusion Funding</li> <li>• Teaching Trade Unions</li> <li>• PSHE resources from <a href="http://www.pshe-association.org.uk">www.pshe-association.org.uk</a></li> <li>• Keeping Children Safe in Education – Department for Education statutory guidance</li> <li>• SEAL</li> <li>• Operation Encompass – Domestic Abuse information alerts to schools</li> <li>• CAFCASS – Children and Family Court Advisory and Support Service, look after the interests of children involved with family proceedings. The website has information for parents and carers (<a href="http://www.cafcass.gov.uk">www.cafcass.gov.uk</a>)</li> <li>• Church of England</li> </ul>
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<b>COMMUNICATION</b>	<p><b>School Contribution:</b></p> <ul style="list-style-type: none"> <li>• As a Senior Leadership team we value the importance of clear communication within the staff group, within the MAT, between staff and pupils, and staff and parents</li> <li>• We communicate within the staff group through staff meetings and emails, including having mental health as a standing agenda item at staff meetings, so that staff are aware of what support is available within school</li> <li>• We communicate to our children in class registration time and through whole-school assemblies</li> <li>• We communicate with parents through our website, newsletters, emails, parent evenings, information evenings and informally at the start and end of the school day</li> <li>• We inform all parents of the school’s obligation and responsibilities to safeguard children during their information session when their children start at the school, and what the County processes are. We teach the children throughout their time in school, in an age-appropriate way.</li> <li>• Particular staff have responsibility for liaising with external services, and then co-ordinate which staff need to be involved and how information will be disseminated</li> <li>• Staff are aware of school processes for flagging up which children are vulnerable and ensuring the right support is given in school and sought outside of school where relevant.</li> <li>• The school promotes children, families and staff using the 10-a-Day choices for mental health</li> </ul>
	<p><b>Community Contribution:</b></p> <ul style="list-style-type: none"> <li>• Discussions within MAT of school processes and needs regarding child and staff mental health</li> <li>• Regular meetings with the Diocese</li> <li>• All staff have accessed EH4MH training, and are encouraged to access Consultation and Supervision. This encourages ways to talk about mental health and how children are feeling</li> </ul>
	<p><b>National Contribution:</b></p> <ul style="list-style-type: none"> <li>• We use resources from national organisations visually in the school, via display boards, website and newsletters</li> </ul>

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|  | <ul style="list-style-type: none"><li>• We promote 'Take 10 Together at School' tips for staff on how to start the conversation, by Mental Health First Aid (<a href="http://www.mhfaengland.org/img/Take_10_Together_at_School">www.mhfaengland.org/img/Take_10_Together_at_School</a>)</li><li>• We promote Childline – help line and online resources (<a href="http://www.childline.org.uk">www.childline.org.uk</a>)</li><li>• We promote NSPCC campaign Pantasaurus – Let's Talk Pants (<a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a>)</li></ul> |
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