



**Wellbeing &
Mental Health
Policy
St John & St
James' C of E**

**PRIMARY
ADVANTAGE**

**SCHOOLS ACHIEVING
MORE TOGETHER**

Primary Advantage



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The Aims of the Wellbeing and Mental Health Policy

At St John and St James' we are committed to ensuring the mental health and wellbeing is at the heart of everything we do. As our WAMHS project continues to develop, we strive to provide the very best support for the mental health of our whole school community: school staff, pupils, parents and carers. Our mission is to sustain a happy and healthy school where we all have the ability to thrive in a positive, calm and trusting working environment.

The Wellbeing and Mental Health in Schools (WAMHS) Programme

The WAMHS programme was introduced in City and Hackney following the 2017 publication of the Government green paper called *"Transforming children and young people's mental health provision: a green paper"*.

The green paper set out an ambition for earlier intervention and prevention, a boost in support for the role played by schools and colleges, and better, faster access to NHS services. The WAMHS project seeks to meet some of these aims by supporting our staff and parents to improve the mental health and wellbeing of all children at St John and St James'.

CAMHS Worker in School (CWIS)

We have a regular CAMHS worker to provide training, consultation and support, signposting and liaison and to help to develop and sustain closer working links between Child and Adolescent Mental Health Services (CAMHS) and our school.

Our CWIS is Dr Lara Charlesworth, Clinical Psychologist

Lara has worked in Child and Adolescent Mental Health Services for the past three years. She is employed by Homerton University Hospital Foundation Trust and works for the First Steps Early Intervention and Community Psychology Service in City and Hackney.

City and Hackney CAMHS website: <https://cityandhackneycamhs.org.uk/>

The Mental Health Support Team (MHST)

Similar to WAMHS, the MHST work across education and healthcare settings to provide early intervention mental health support for children and young people in schools and colleges. Unlike WAMHS, the MHST can offer direct mental health and wellbeing support to children and parents.

Education Mental Health Practitioner (EMHP)

At St John and St James, we have an allocated Education Mental Health Practitioner (EMHP) who will be offering guided self help to parents and carers, and group work to parents and children. Support will be offered to children and who experience mild to moderate difficulties, such as anxiety or behaviour that challenges.

Our Education Mental Health Practitioner (EMHP) is Imogen Bowles

Pupil Wellbeing

At St John and St James' we believe that **all children have mental health**. We believe that teaching them to understand and manage their wellbeing and emotions will equip them with the knowledge and skills necessary to stay well and achieve their full potential. As with all of the learning at St John and St James', our hope is that the skills we teach our pupils now will continue to be helpful to them in their futures.

We work on the 'Five to Thrive' model:

Respond • Engage • Relax • Play • Talk

Five to Thrive describes a sequence of relational activities that build healthy brains in young children and maintain healthy brain function throughout life. It provides a bridge between professional understanding of current research in neuroscience and everyday experience.

Five to Thrive is useful in work with anyone unable to regulate stress.

In our case, this includes the following groups:

- Young Children
- Vulnerable families
- Any child who has lived through traumatic experience from which they have not yet recovered

How Do We Support Pupil Wellbeing?

To support our children to thrive together and achieve their very best, they need to feel safe, calm, respected and understood. Our school day is set up to encourage children to talk about their feelings and have them validated, manage their emotions, and give space and time to be still and reflect. All these elements help children to develop their own strategies to support their mental health, building confidence, developing resilience and creating a tool kit to support their mental health for the future.

In The Classroom

- Zones of Regulation check in each morning
- Calm space in the classroom where children can be if they need to reflect
- A key adult they can speak to if they need support
- A class mindful moment twice a day
- Values lessons to discuss key themes: promoting equality and celebrating difference, online safety and social media and its impact on mental health, and understanding and promoting healthy relationships.
- Strengthening resilience lessons to consider key themes; building self-esteem, promoting hope, promoting gratitude and connecting with others.
- Wellbeing Ambassadors -two children are nominated termly and meet throughout each term to focus on improving wellbeing across the school.
- Class plants – looked after in the holidays by ambassadors.

In The Community

- We have been encouraging children at St John and St James' to connect with their community. For example, the first task chosen by our Ambassadors was to send letters to a local care home to connect with elderly Hackney residents.
- It is our hope that the mental health and wellbeing support that we offer to children at St John and St James' can be continued at home. With this in mind, we work closely with our CWIS to provide

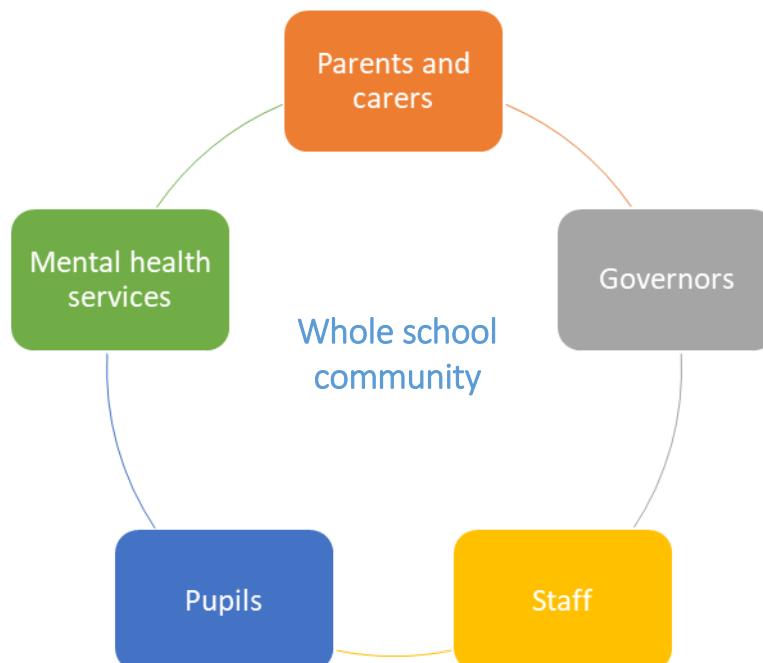
mental health support and information to parents and carers through monthly newsletters, coffee mornings and online resources available via our website.

For more information on the support we offer to the wider school community, please see page 7.

A Whole School Approach

Schools that promote mental health demonstrate better attainment and child wellbeing, which increases the likelihood of children reaching their potential. In order to build a culture that promotes wellbeing we have adopted a 'Whole School Approach' that seeks to put mental health at the heart of everything we do.

Whatever your role in St John and St James', there are things you can do to support the mental health and wellbeing of our pupils.



Staff Wellbeing

Our staff team at St John and St James' are passionate and dedicated professionals who go beyond expectations to provide the very best education for the children in our school. In order for everyone to work effectively, it is important we value and provide support for all staff's mental health and wellbeing.

How Do We Support Staff Wellbeing?

- Comfortable staffroom with regularly updated wellbeing board
- Staff social events e.g. staff quiz
- SLT listen and consult with staff regularly adapting plans to meet the needs of the team
- Staff training offered throughout the year on child and family mental health
- Mindful moments – in staff briefing
- WAMHS drop in 1:1 support with our WAMHS clinician
- WAMHS reflective practice fortnightly meetings for teachers and TAs lead by WAMHS Clinician and SEND Co
- Staff buddies – a chance to meet, email and text words of kindness to your buddy each week or carry out a thoughtful gesture
- Staff message board – for staff to write words of encouragement or thanks
- Personal messages – chance to write a personal message of thanks or kindness to another staff member on a card and post in their pigeonhole.
- Awesome award-staff can nominate a staff member who has been 'awesome'. There is a winner each month.
- Staff yoga every week after school
- Email policy etiquette – no emails at the weekend or after 6.00 pm
- Marking is done in teams
- SLT support with medium term planning
- Shared breakfasts – every half term
- Two staff members appointed as Staff Wellbeing Ambassadors – meet termly with the SEN Co/WAMHS lead

The Wider School Community

Parents and carers play a huge role in the mental health of the school community. If parents feel properly supported by the school, they will have the tools to support their children. We also know that consistency is key when it comes to supporting our pupils; therefore, we will communicate regularly with the Wider School Community about how we are support pupils mental health and wellbeing so that this support can be echoed at home.

How Do We Support the Wider School Community?

We have a larger than average percentage of children from vulnerable families and therefore these families rely on our support and advice.

We have a team of key adults who work directly with parents, building relationships and trust.

They are:

- Jo Smith – Headteacher
- SEND Co/WAMHS lead – Maisie Adamsdale
- Family Liaison Officer – Sharon Rees
- Pastoral Manager – Dionne Khaleel
- CAMHS Worker in School – Lara Charlesworth
- Education Mental Health Professional – Imogen Bowles

In addition, we support the wider school community through the following:

- Monthly WAMHS parent coffee mornings
- Monthly WAMHS newsletter
- Regular parent meetings
- Regular parent phone calls
- Parent support with workshops and making referrals to First Steps and MHST (Mental Health Support Team)
- Mental Health website recommendations
- Parent Wellbeing Ambassadors

Some other practical examples of what we do are:

- At Christmas staff volunteer to buy presents for children from vulnerable families
- Food bank donations
- Working closely with the St John at Hackney church with support our families who regularly attend church

Related policies

The Behaviour Policy

We understand that there is a close relationship between emotions and behaviour. At ST JOHN AND ST JAMES' we conceptualise behaviour as a form of communication and acknowledge that this is particularly relevant for children, as they can find it difficult to communicate their emotions with adults. We are therefore committed to understanding what our pupils are communicating with us through their behaviour and to offering support in response to this.

Policy written:	January 2020
Amended/Updated:	
Adopted by CGB:	
Review date	January 2023

The Central Governing Board have reviewed this policy with careful consideration of our approach to equalities as outlined in the Equalities Policy, December 2016.

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.

