

Mental Health and Wellbeing at Hamer

We have a **WHOLE SCHOOL APPROACH** to mental health and wellbeing.

Our value statement:

At Hamer, we are committed to promoting a whole school approach to positive mental health and emotional wellbeing for all students, their families and members of staff and governors. Our open culture allows students' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues. We value all members of our school community equally. We believe all children and adults have the right to work together - children to learn and teachers to teach, in a secure and positive environment in which the rights and responsibilities of all are agreed and recognised.



We have a **PLAN DO REVIEW** system similar to the one for SEND.

Children are identified as needing support by:

1. Staff raising a concern
2. Parents sharing a concern and request support e.g. following bereavement, separation etc
3. Children arriving with an identified mental health/ wellbeing need
4. During discussions e.g. Pupil Progress meeting
5. Through the SDQ's
6. Children self-referring or raising a concern about another child

Depending on the concern raised support will be provided by:

- Pastoral Manager
- SMHL
- HLTA
- Class TA

What that support looks like:

- Daily check in's with TA
- 1:1 sessions with Pastoral Manager/ SMHL/ HLTA
- Small group interventions with SMHL/ HLTA (Behaviour)
- Meetings with parents

This support is reviewed termly and can lead to further referrals to outside agencies such as CAMHS, #THRIVE, Social Communication Team

Children are taught about topics relating to MH&W through the PSHE curriculum and regular assemblies.

Overview of MH&W actions:

- Senior Mental Health Lead (SMHL) training completed by SENDCO.
- SMHL has Mental Health First Aid training and this is to be rolled out to other key staff.
- An **audit of current provision** was carried out with staff and pupils in Autumn/ Spring terms covering the 8 points below and an action plan created.
 - **Leadership and management**
 - **Ethos and environment**
 - **Curriculum, teaching and learning**
 - **Enabling student voice**
 - **Staff development**
 - **Identifying need and monitoring impact**
 - **Working with parents and carers**
 - **Targeting support and referrals**
- New Mental Health and Wellbeing Policy in place and shared with staff.
- Annual staff wellbeing questionnaire in place to monitor wellbeing and has informed staff CPD.
- Staff CPD on ACES and risk/ protective factors.
- SMHL attends half termly network meetings with locality team
- Staff wellbeing policy and menopause policy reviewed - to be shared with staff this term.
- Staff wellbeing working parties - format for next year is being discussed.
- Pastoral tool kit (appendix 3 of policy) identifies the support available both in school and from other agencies for different conditions.
- **Strength and Difficulties Questionnaires (SDQ)** completed by staff for all children. This information used to inform intervention and support.
- Year 5 and 6 pupils completed SDQs.
- Pupils have expressed that they would like to be able to **self-refer** for support.
- 1:1 and small group **wellbeing interventions** in place e.g. Wellbeing Dominoes and Talk About
- SMHL has started Emotional Support Literacy training to inform interventions and cascade training to TA's.
- Vulnerable pupils identified on class Pyramid of Need.
- Pastoral newsletter sent home half termly to keep parents informed.
- Mental Health and Wellbeing section added to website.
- Pastoral Team meet half termly to ensure a coordinated, whole school approach to support.
- We have signed up for the Wellbeing Ambassadors training for pupils - waiting to hear from LEA