



Hemyock
Primary School

Appendix 2: The 8 Principles of a Mentally Healthy School

LEADERSHIP & MANAGEMENT	School Contribution: <ul style="list-style-type: none">• 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• At Hemyock Primary School our Safeguarding Lead and Head Teacher Catherine Willcocks is leading the development of our Whole School Mental Health Strategy with our SENDCo Kerensa Scillitoe and Mental Health Champion Rachel Cole. 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. We have now appointed a specific role of Mental Health Champion within our Governing Team, Mr Richard Whiteside.
	Community Contribution: <ul style="list-style-type: none">• EH4MH Consultation and Supervision is encouraged across the school, including being accessed by the Senior Leadership Team.• Support from the school's Multi-Academy Trust, Ventrus.• Liaising with the extensive range of local services who input into school life.
	National Contribution: <ul style="list-style-type: none">• Department of Education guidance• Ofsted
SCHOOL ETHOS & ENVIRONMENT	School Contribution: <ul style="list-style-type: none">• Thrive practitioners work alongside pupils• Sharing of the school's ethos and learning values through displays around the school, website, through teaching and implicitly and explicitly in regular information to parents.• Mentoring pupils at point of need.• Our school policies including the Behaviour policy, Anti- Bullying, Inclusion, Safeguarding, all hold the pupils' health at the forefront• We create a sense of belonging by celebrating individual and team achievements through weekly whole school assemblies. These include opportunities to celebrate beyond the classroom and school.• We teach the school values and ethos in all lessons and also specifically through PSHE lessons.• We celebrate and share learning with each other and the community.• Mental Health week is planned for pupils and staff annually.• Information and displays are available 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.• School counsellors 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 are available.
- The Educational Psychologist links with the SENDCo around pupils who require additional support.
- 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 classroom, walking curriculum 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
- An Indoor play area for those who will benefit at break times will be available
- Pupils will be trained this year to become Mental Health Ambassadors

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 for example Samaritans, Childline, MASH to promote opportunities for help seeking information.

**CURRICULUM,
TEACHING &
LEARNING**

School Contribution:

- Walking or running with a focus on not being a race.
- Each class has its own garden that they nurture.
- Staff deliver Personal Social and Health Education.
- Teachers deliver sessions on focused, topical mental health and wellbeing issues
- Children have sessions to raise awareness of mental health.
- We use THRIVE 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 regular activity. This includes calming yoga sessions and creative dance.
- 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.
- Staff are trained and deliver Normal Magic for the classroom.
- Staff/pupil led assemblies focus on MH.
- The behaviour system is designed to recognise positive outcomes.

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 (for EYFS, Y4 and Y2) including internet safety day.
- Police Community Support Officers deliver lessons on online safety.
- Bikeability
- Theatre groups visit and focus on MH issues for children
- Open the book deliver assembly weekly.

National Contribution:

- D of E recommendations
- We promote the NSPCC safeguarding campaign Pantasaurus
- Mentally Healthy Schools website – for primaries, from Heads Together Campaign, including lesson plans, assembly plans, whole school resources, PSHE resources and small group work
www.mentallyhealthyschools.org.uk
- We use PSHE resources to develop and skills and attributes applicable to all aspects of pupil lives.

School Contribution:

- School Council

STUDENT VOICE	<ul style="list-style-type: none"> • Wellbeing questionnaires biannually • Children being involved in staff interview process/panels • Children’s attendance at / contribution to Team Around the Family meetings and Personal Education Plan meetings. • Children part of the restorative process. • School librarians, captain and vice house captains • Children are invited to parent consultations • Mental Health classroom boxes • Peer Mediators • Playground Leaders • Peer Mental Health Ambassadors • Pupil voice in IEPs • Children’s contribution to their pupil passports
	<p>Community Contribution:</p> <ul style="list-style-type: none"> • Encouraging children to attend local youth groups • Sports competitions with local and national schools, designed to bring communities together • MAT group meetings for pupils – various purposes
	<p>National Contribution:</p> <ul style="list-style-type: none"> • Children’s contributions to Ofsted • Childline • Young Minds

STAFF DEVELOPMENT, HEALTH & WELLBEING	<p>School Contribution:</p> <ul style="list-style-type: none"> • Appraisal cycle with line managers. Personal and regular interaction with head and middle leaders, to talk about wellbeing, personal and professional development. • Support for staff working with particular children. • Training for staff (needs identified by appraisals, and also whole-school training) • Giving staff time to do their work. • Work life balance days for all staff. • Culture of “it’s ok to say things are not ok” – no blame culture. • Culture of saying “thank you” to value staff. SLT to enhance this through communication. • ‘Time to be mum/dad’ agreed release to attend activities for own child where deemed needed. • Social events for staff which allow access for all. • Reference 10-A-Day to staff. • Governor responsible for wellbeing, having ring-fenced time on the agenda to discuss this with staff. • SLT reviewing workload and wellbeing. • Culture of staff being able to share laughter and tears. • Promoting and valuing that there is no divide between Teachers and Teaching Assistants. • Encouraging staff not to link work emails to their mobile phones. • Head to set an example around appropriate times for e mailing and in leaving and arriving at the setting at appropriate times at the end and beginning of the day.
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	<ul style="list-style-type: none"> • Good line manager systems set up in school but availability of head teacher where necessary. • Clear PDM/monitoring cycle. • Staff meeting notice around length and cancellations. • Headteacher say hello and goodbye regularly to staff • IMASS referrals where required. • Staff suggesting new ideas and realising current provision through CPD on the 8 principles.
	<p>Community Contribution:</p> <ul style="list-style-type: none"> • 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 • Occupational Health • Learning Community • Networks within Multi-Academy Trust – supportive meetings and partnerships • Links with local community providers such as the church, including support from staff.
	<p>National Contribution:</p> <ul style="list-style-type: none"> • Trade union • Twitter/Social media • 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 www.mentallyhealthyschools.org.uk

<p>IDENTIFYING NEED & MONITORING IMPACT</p>	<p>School Contribution:</p> <ul style="list-style-type: none"> • 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. • Teachers play an essential role in helping to identify and monitor their children’s needs. • 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. • Children can find visual ways of representing how they are feeling, and how they are managing with difficult situations, which can be 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 could include Wellbeing Questionnaires, Blob Feelings, Lego Emotions and a range of Widgit symbols. • 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. • The Special Educational Needs register can help in identifying which children would benefit from additional interventions and provision, alongside their IEPs.
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	<ul style="list-style-type: none"> • Attendance records and records of internal and external exclusions provide a source of information to identify children that may benefit from additional support. • We use THRIVE to measure the effectiveness of a range of our specific interventions within the school, such as our Forest School group. • The DSL, DDSGL, SENDCo and attendance officer work together to ensure that issues are addressed with a view of the whole child/family need. • Other information can also help to identify needs such as the number of children on Pupil Premium and Free School Meals. • It is important that feedback is gathered regularly from children, staff and parents and carers and evaluated against need and priority. • School survey implemented and actioned. • School councillors feedback to adults. • Pupil Premium passports are created.
	<p>Community Contribution:</p> <ul style="list-style-type: none"> • 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 devon.integratedchildrensservices.co.uk or by phoning 0330 024 5321 and asking for a referral form). • 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. • 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. • Public Health Nurses work with individual children and families in the school. • Multi-Agency Safeguarding Hub and Children and Young People’s Services. • The Community Police Service provides awareness to staff and children about keeping safe.
	<p>National Contribution:</p> <ul style="list-style-type: none"> • 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.

<p>WORKING WITH PARENTS & CARERS</p>	<p>School Contribution:</p> <ul style="list-style-type: none"> • We work alongside families using the Team Around the Child/Family system, so that there is a united approach from home and school which can be bespoke to support each individual family/child. • Open door policy where parents and carers are encouraged to come in to school. • Headteacher/Middle Leaders/SENDCo available at the school gate daily for incidental catch ups and welcoming children and parents/carers each morning and end of the day at the gates/main doors. • All teachers available at the end of the day. • Parent workshops on numerous topics, including mental health
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- Termly open afternoons which all parents are invited to, to share outcomes of learning.
- Newsletters sharing successes and opportunities.
- Curriculum and homework letters to allow for parental engagement.
- Termly parents evening/open afternoons. Feedback sheets shared with pupils.
- Parent transition support when starting school and moving on to secondary.
- PTA fundraising events and newsletter to welcome new members.
- Staff are welcoming and let children, parents and carers feel that they belong.
- 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/)
- 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.
- Contacting parents of targeted children in advance of opportunities which they could access eg: parents' evenings/meetings.
- Pro-actively contacting parents when they have been unable to access particular events or provision to see what the school can do to help.
- THRIVE practitioner/SENDCo available for parents.
- **EH4MH training with parents**

Community Contribution:

- PTFA
- Being part of the Early Help process, using the Team Around the Family approach.
- Parent volunteers within school.
- Light Parade participation.
- 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
- Children and Young People's Services including the Multi-Agency Safeguarding Hub (MASH)
- Parish Church and Vicar, Healthy Living Centre, Rosemary Lane.
- Parish Council links and Headteacher presentation.
- Local paper and social media with positive stories about the school. Snow Heroes.
- 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).
- Pinpoint directory of Devon services and organisations supporting children and families (www.pinpointdevon.co.uk).
- Devon Communication and Interaction Team through Babcock.

	<ul style="list-style-type: none"> • 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) • SPLITZ (Devon Abuse Support Services) • Local Bereavement support agencies – Balloons, Force, Cruse Bereavement Care • Citizens Advice Bureau • Housing <p>National Contribution:</p> <ul style="list-style-type: none"> • NHS • Childline • Family Lives – parenting and family support including online resources, forums and helplines – previously Parentline (www.familylives.org.uk) • 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) • 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 (www.nspcc.org.uk) • NSPCC online safety advice – including advice, phone support and school resources and network, guide to social networks children and young people use (www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/) • UK Safer Internet Centre – advice for young people, parents/carers, schools and governors (www.saferinternet.org.uk) • Childnet International - advice for young people, parents/carers and schools regarding internet safety (www.internetmatters.org) • Get Safe Online – information for parents/carers (www.getsafeonline/safeguarding-children/) • Gingerbread – charity for single parent families; running online forums, advice and single parent groups (www.gingerbread.org.uk) • 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 (www.cafcass.gov.uk) • Common Sense Media • Thinkuknow • MindEd
<p>TARGETED SUPPORT</p>	<p>School Contribution:</p> <ul style="list-style-type: none"> • Forest School • Dedicated TAs for Pastoral Care and Intervention Support Work, carrying out specific one-to-one and small group interventions to support emotional regulation. • Social Skills/Social Communication group. • SENDCo role includes advising on classroom practice. • Subsidised residential or instrumental lessons • Supported lunchtime sessions/mentoring for children having a challenging time. • Peer-to-peer support. • Child volunteers for younger year groups (to build self-esteem).

- Peer buddy system.
- House groups (groups made vertically through the school to do specific team activities and to encourage looking after each other)
- Celebration Worship
- School Counsellors
- Enhanced transition support between classes and for moving on to secondary school, for vulnerable children.
- Head Teacher meet and greet in the morning, and supporting on leaving after school.
- 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 when required.
- Relax Kids – relaxation scripts for children to find it hard to calm.
- Gardening as a targeted support for particular children with SEMH difficulties.
- Personalised curriculum / reduced timetable for some children as needed.
- Adjusted expectations for some children who need a smoother start or end of the day
- Behaviour Care Plans.
- Stress charts used to help children recognise and regulate their emotions.
- Social stories.
- Restorative approach to peer altercations or to unpicking disagreements or upsets between pupils and staff
- Fixed agenda item on staff unit 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.
- 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.
- 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
- Peer mediators (Y5/6) will be trained to deal with conflict resolution

Community Contribution:

- Public Health Nurse Service – School Nurses, Health Visitors and Community Health Workers

- 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.
- Community provisions – church, Rosemary Lane, Healthy Living Centre.
- 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.
- Local charities – access for funding for targeted provision.
- 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.
- Transition work with local secondary schools.
- Links with local schools in the CVLC, including helping support children making managed moves.
- Life Skills day for Y6s, including input from RNLI, Fire Service (EYFS/Y4/Y6), 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)
- Early Years Consultants.

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)
- Mind - mental health charity with a website which includes information on a range of mental health difficulties (www.mind.org.uk)
- Department of Education, including targeted funding channels, Pupil Premium and Individual Inclusion Funding
- Teaching Trade Unions
- PSHE resources from www.pshe-association.org.uk
- Keeping Children Safe in Education – Department for Education statutory guidance
- SEAL
- Operation Encompass – Domestic Abuse information alerts to schools

	<ul style="list-style-type: none"> • 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 (www.cafcass.gov.uk)
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COMMUNICATION	<p>School Contribution:</p> <ul style="list-style-type: none"> • 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. • We communicate within the staff group through staff meetings and emails, including having mental health as a standing agenda item at staff unit meetings, so that staff are aware of what support is available within school. • We communicate to our children in class registration time and through whole-school assemblies. • We communicate with parents through our website, newsletters, emails, parent evenings, information evenings and informally at the start and end of the school day. • 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. • 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. • 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. • The school promotes children, families and staff using the 10-a-Day choices for mental health
	<p>Community Contribution:</p> <ul style="list-style-type: none"> • Discussions, within MAT, of school processes and needs regarding child and staff mental health. • 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.
	<p>National Contribution:</p> <ul style="list-style-type: none"> • We use resources from national organisations visually in the school, via display boards, website and newsletters. • We promote ‘Take 10 Together at School’ tips for staff on how to start the conversation, by Mental Health First Aid. (www.mhfaengland.org/img/Take_10_Together_at_School) • We promote Childline – help line and online resources (www.childline.org.uk) • We promote NSPCC campaign Pantasaurus – Let’s Talk Pants (www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/)

*statements in red denote planned additions, not yet in place January 2019