

Redlands Mental Health and Wellbeing Strategy

What is a mental health and wellbeing strategy?

The mental health and wellbeing strategy is a guide to define ‘how’ we aim to support children and staff with mental health and wellbeing and ‘what’ practice we implement in order to achieve this at Redlands.

The strategy details the systems in place to ensure that mental health and wellbeing is embedded into our school culture to support children, families and staff at our school.

What do we mean by Mental Health?

“Mental Health is the emotional and spiritual resilience which enable us to enjoy life and survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our and others dignity and worth. It is influenced by our experience and our generic inheritance.”

(World Health Organisation)

“Promoting children and young people’s wellbeing is a key part of keeping them safe, helping them develop and ensuring they have positive outcomes into adulthood.”

(Public Health England, 2021)

Mental health plays a key role in a child’s overall wellbeing and can be affected by various factors, including:

- Environment
- Stress
- Family circumstances
- Abuse, trauma and neglect
- Social isolation
- Illness
- Bereavement
- Experiencing discrimination or stigma

Negative experiences can adversely affect a child’s mental health, just as positive experiences can help improve it. (NSPCC)

Redlands Mission Statement



Redlands has a holistic approach to each child’s education, ensuring that their wellbeing is at the heart of the school’s ethos. Children are nurtured and cared for in a safe environment to ensure their individual needs are met. We aim to develop independent, resilient and kind children who enjoy learning, enabling them to thrive and reach their full potential.

Redlands Aims:

- To create positive, trusting relationships with our children and families.
- To ensure adults are well trained and knowledgeable to support children effectively.
- To have high expectations of children's behaviour and learning outcomes.
- To be an inclusive school where diversity is accepted and celebrated.
- To provide appropriate and timely social, emotional, and behavioural support for our children.
- To ensure that children's wellbeing is at the heart of our school curriculum.
- To create a safe and stimulating environment through consistent clear expectations, routines, and positive relationships.
- To provide a broad range of experiences and opportunities for all of our children.
- To ensure that staff at Redlands feel supported, valued and empowered to complete their role to the best of their ability.

Curriculum Aims:

Our Curriculum is designed to achieve the following outcomes for our children. These aims are the 'golden threads' throughout our curriculum design.

Confident Individuals	Successful Learners	Responsible Citizens
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Our Core Values at Redlands are:

Resilience
Respect

Resourcefulness
Remembering

Reflectiveness
Responsiveness

Which all come under the umbrella of **Responsibility**.

Strategic Implementation

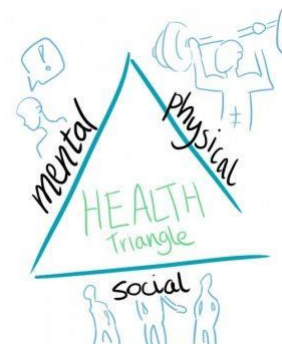
In order to implement our vision for Mental Health and Wellbeing at Redlands, we aim to develop a culture where the whole school community including staff, parents/carers and children are responsible for ensuring that mental health and wellbeing sits at the heart of our school ethos.

In addition, we have some specific roles and actions that will support the effective implementation across the school:

- SENDCo and ELSAs will be the strategic leads.
- A 'Change Team' will be in place to drive positive wellbeing across the school community.
- Children's Wellbeing Ambassadors will represent the pupil body.

The Health Triangle is an effective measure of a person's wellbeing. Our approach to supporting children's mental health and wellbeing is based on these three areas:

- Mental health
- Physical health
- Social health



Mental Health and Wellbeing School-based Risk Factors

School-Based Risk Factors	Risk reduction/Resilience Factors
Attendance/absenteeism	<ul style="list-style-type: none"> • Monitor, record, analyse and follow up on any absence. • Refer to the LA when necessary. • Develop positive relationships with parents to promote honest and open conversations. • Signposting systems in place to access for further support (school and home). • Ensure parents are aware of the link between academic progress and attendance. • Ensure staff are aware of anxiety related non-attendance.
Academic progress/exam stress	<ul style="list-style-type: none"> • Ensure every child has the opportunity to experience success. • Identify gaps in knowledge early and offer rapid and robust interventions. • Build formal assessments into normal classroom practice so that children become used to procedures. • Ensure staff are aware of the signs to look out for which indicates that a child might be struggling and therefore, we can act upon these signs. • Positive communication with parents (e.g. SATS information evenings so that parents can support their children/reiterate key messages from school).
Bullying (including cyberbullying)	<ul style="list-style-type: none"> • Whole school zero tolerance approach to bullying which is referred to frequently. • Specific anti-bullying lessons within the PHSE curriculum. • Ensure parents are well informed of school practice. • Ensure children and parents are well informed about how concerns can be raised. • Embed healthy relationships curriculum across the school (PSHE curriculum). • Offer children opportunities to cooperate with a range of peers. • Explicit teaching about empathy and kindness. • Participation in wider school/enrichment opportunities such as Anti-Bullying Week, Safer Internet Day. • Effective anti-bullying policy which is reviewed frequently and considers pupil and parent voice. • Restorative Justice approach used within school to manage behaviour. • Effective tracking and monitoring procedures for all bullying incidents. • Consider play and lunchtimes and how these can be organised to ensure that children feel safe and secure.
Transition	<ul style="list-style-type: none"> • Enhanced transition arrangements (within school years and on to secondary). • Seek pupil voice and act on it. • Communicate transition arrangements to children and families. • Themed and specific teaching during transition days (e.g. PSHE focus) • Develop positive links with pre-schools/secondary schools.
Relationship breakdowns (e.g. friendships)	<ul style="list-style-type: none"> • Ensure quality Relationships and Sex Education is embedded across school. • Foster positive relationships between staff and children in school so they feel able to share worries/concerns. • Ensure staff know their children well and are aware of any potential difficulties so these can be addressed quickly.

	<ul style="list-style-type: none"> • Have clear systems in place that children can draw on when they need support (e.g. worry boxes, ELSA sessions). • Wellbeing Ambassadors.
Children with SEND	<ul style="list-style-type: none"> • Have systems in place for early identification and refer to specialists for additional specialist support where required. • Ensure high quality support and intervention is in place across the school. • Ensure staff have the appropriate training to identify and support children's needs. • Involve children and families in any SEND related processes. • Increase children's knowledge and understanding of neurodiversity. • Ensure all children have the opportunity to experience success.

Supporting Positive Mental Health

How does Redlands promote positive mental health?	How does Redlands support mental health?
<ul style="list-style-type: none"> • The Senior Leadership Team and Advisory Board make mental health and wellbeing a priority. • There is a wellbeing section on our school website to inform and signpost parents to additional resources and support. • Redlands has a range of carefully chosen texts across the school that promote positive mental health. These are carefully woven into our curriculum. • Each classroom has a worry box for children to communicate issues they may be experiencing. • There is an ELSA post box on the playground which is checked daily for the ELSAs to pick up on any issues the children may have. • Our SENDCo has a variety of resources such as fiddle toys and ear defenders that are accessible for all. • Senior leaders, the FSW and ELSAs all greet the children on the playground at the start and end of each day. • We talk about mental health and wellbeing within assemblies. We challenge stereotypes and promote equality and diversity in all that we do. • Redlands highly values physical activity. PE is delivered by a sports coach for all year groups, and we promote positive fitness habits and both healthy bodies and minds. • We enrich our curriculum with themed days and activities that raise awareness of mental health including: <ul style="list-style-type: none"> - Odd Socks Day - Anti-Bullying Week 	<ul style="list-style-type: none"> • Staff are well trained to support mental health across the school and receive regular and relevant CPD (e.g. Mental Health First Aiders, Mental Health Lead). • We conduct an annual emotional wellbeing survey for all children in Years 2 – 6. • Effective partnerships are established with external agencies (e.g. ADHD Solutions, EPIC Psychology Services). • Redlands has two trained Emotional Literacy Support Assistants (ELSA) and a Family Support Assistant (FSW) who support the children and their families across the school. • We have designated spaces within Redlands to support our children (e.g. sensory room, ELSA room), these are well resourced. • We have a well-designed curriculum. We follow the Cambridge Scheme for PSHE and RSE. • Redlands provides two indoor bases at lunchtimes for KS1 and KS2. These bases are dedicated areas facilitated by adults and are designed for the children to choose to visit them when they need to. This is a space where children can self-regulate, speak to an adult, seek advice and support, engage in calm and quiet activities, etc. • Our children are equipped with the language to seek support if they need to. We value what children have to say. • Positive relationships with families enable staff to provide support beyond the school gates. We provide resources and signposting for families.

- Internet Safety Day
- Children's Mental Health Week

- Provide support for children to transition to different year groups/phases of education. This includes speaking with parents and staff.
- We have a variety of clubs on offer throughout the year either at lunchtime or after school, to encourage the children to join in different activities they may not access from home.
- All children partake in swimming lessons in Years 4 and 5; as well as Bikeability in Year 5.

Supporting our Staff:

<p>Culture</p>	<p>The culture of our school is critical in ensuring that we have an enjoyable, rewarding working environment in which all colleagues believe the demands of their job are reasonable and manageable.</p> <p>We start from an assumption of professional trust and the belief that everyone seeks to do a good job. All leaders set good examples in how they behave and try to reduce levels of stress and anxiety within our school.</p> <p>SLT have an open-door policy and aim to be approachable for staff to come and speak about anything.</p> <p>Staff are able to take leave to attend important family events (e.g. sports day, nativities, graduations).</p> <p>Pay-related performance targets have been removed, as we believe that all staff are doing their best every day and are at least 'good' in their role.</p> <p>Flexible working patterns are all considered, and most have been granted.</p> <p>Our school staff room is a place for staff to 'relax'. We provide:</p> <ul style="list-style-type: none"> - Free tea/coffee, sugar, milk and filtered, cold water - A variety of seating options, both comfortable seats and a dining table with chairs - Staff regularly bring cakes/biscuits
<p>Workload</p>	<p>We give consideration to staff workload in the following ways:</p> <ul style="list-style-type: none"> • We do not expect planning to be completed in a particular format, or submit it to senior leaders • Our marking and feedback policy requires staff to give minimal written feedback on children's learning. • Where possible, e-mail communications are within working hours. Staff are not expected to read/respond to e-mails outside of the school day. • Data collection is purposeful, and the data collection system is intuitive and supports ease of use. • Time is given within staff meetings to complete tasks (e.g. submit assessments) where possible. Staff meetings do not occur if there is another planned after-school event within the same week. • Parents/Carers evenings take place twice a year, whereby parents choose to either come in person or access this online via TEAMS. • The written report format has been reduced to ensure that parents/carers receive a thorough report at the end of the academic year without causing too much demand on our teachers. The format is shared with staff each year one term before the deadline date. • Where new initiatives are introduced, they are based on evidence and research. Change is implemented using the EEF and other sources. • Weekly release for Phase Leaders and Blended Learning Champion. • Additional release days with SLT for subject leadership monitoring.
<p>Continued Professional Development</p>	<ul style="list-style-type: none"> • PPA is protected for all teachers. Staff have the opportunity to take this from home if required. If PPA is missed, it is always paid back. • We provide additional teacher development time (TDT) each week. This allows each teacher the dedicated time to invest in their own professional development.

	<ul style="list-style-type: none"> • Appraisals ensure there is discussion about professional growth and career development. • CPD library (funded by school) is available for all staff (in the HT's office). • INSET and staff meetings respond to the needs of the staff/school and link to the SIP. • Access to courses throughout the school year.
Wellbeing Services	<ul style="list-style-type: none"> • Each staff meeting starts with wellbeing. Leaders ask staff how they are and if there is anything that they would like to raise/discuss in relation to this. • Staff have access to a Wellbeing Service. There is a self-referral form for them to complete.

Partnerships

Working with Parents and Carers

We will:

- Communicate effectively with parents/carers.
- Highlight sources of information and support about mental health and wellbeing on our website.
- Aim to develop positive relationships with families to ensure they feel confident to approach staff in school if they have any concerns about their child.
- Ensure all parents/carers know how to contact our school FSW and ELSAs and seek additional support from school.
- Signpost parents to further support and/or develop their own knowledge of supporting their child(ren)'s mental health.
- Offer parents the opportunity to contribute their views to the systems we have in place to support mental health and wellbeing at Redlands.

Working with other Agencies and Partners

We will work with other agencies to support children's emotional health and wellbeing including:

- The School Nurse
- Educational Psychology Services – EPIC (Discovery) and the LA's Psychology Service
- SEMH links within the Trust
- Speech and Language Services
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Laura Centre
- Counselling services
- ADHD Solutions
- Family support workers
- Discovery Trust
- Early Help