Brook Primary School

Mental Health and Well Being Strategy

Why do we need a wellbeing and mental health strategy?

Brook Primary School is an inclusive setting where mental health and wellbeing promotes school success and improvements by:

- Promoting positive mental and emotional wellbeing by providing information and support
- Creating a shared understanding of all aspects of mental health
- Enabling those with mental health related issues to self-disclose and seek support in a safe and confidential manner.
- Offering guidance and strategies, along with the support of Mental Health First Aiders, to support pupils and staff to be mentally healthy.
- Creating a culture to support and maintain positive mental health and well-being.

At Brook Primary School, we are committed to supporting the emotional health and wellbeing of our pupils, their families and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school we:

- Understand that we have a central role to play in enabling our pupils to be resilient and to support good mental health and wellbeing. We promote good mental wellbeing for all pupils.
- We have a whole school consistent approach to mental health and wellbeing, provided in a structured school environment with clear expectations of behaviour.
- Understand that we cannot act as mental health experts and should not try and diagnose but have a clear system and process in place for identifying possible mental health problems including routes and referral processes.
- Understand that there are things that we can do, to intervene early to create a safe and clam educational environment and strengthen resilience before serious mental health problems occur, including protective factors.
- Understand how mental health problems can underpin behavioural issues in order to support pupils effectively and work with external agencies where needed.
- Use identification and measurement tools such as SDQ and Boxhall Profiles.
- Understand, signpost and refer to local services including, but not exclusive to, GP's, NHS services, CAMHS,

We offer different levels of support:

Universal Support:

To meet the needs of our pupils, their families and staff through our overall culture and ethos and our wider curriculum, including PHSE. This includes:

- Whole school approach to Zones Of Regulation
- Open Door Policy
- Parent Evening Consultation
- Parent Forums
- School Health Advisor

Supported Support:

For those who may have short term needs and those who may have been made vulnerable by life experiences such as bereavement. This includes:
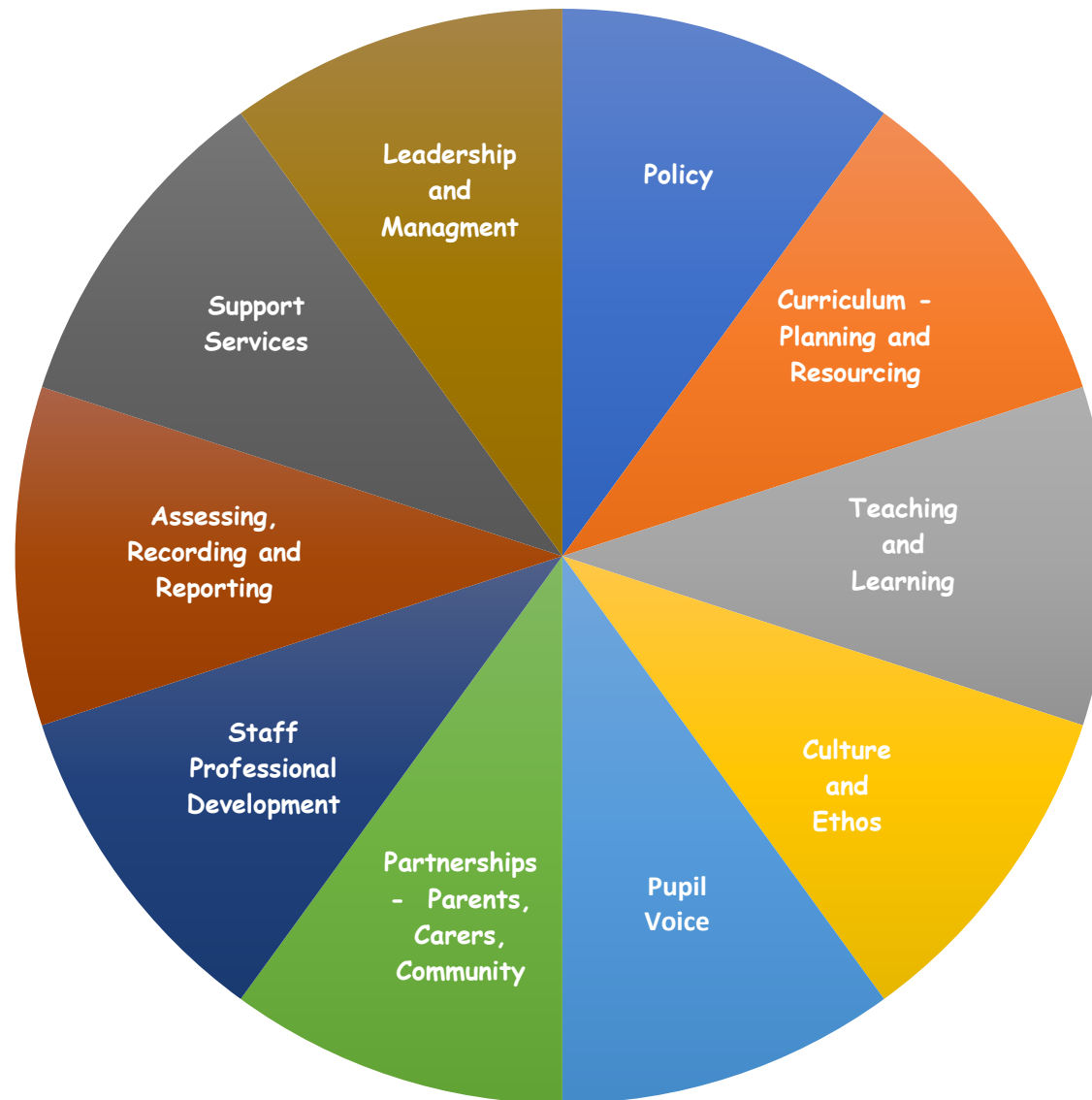
- Learning Mentor Support
- Bereavement Intervention
- Lego Play Groups
- Circle Of Friends
- Sensory Room Access
- Food Bank Vouchers
- Uniform Vouchers

Targeted Support:

For those who need more differentiated support and resources or specific targeted interventions. This includes:

- ELSA
- EP
- Play Therapy
- Adapted Curriculum
- Early Help

WHOLE SCHOOL APPROACH

Risk and protective factors that are believed to be associated with mental health outcomes		
	Risk factors	Protective Factors
In The Child	• Genetic influences • Low IQ and learning disabilities. • Specific development delay or neurodiversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem	• Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect.
In The Family	• Overt parental conflict including domestic violence. • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships. • Failure to adapt to a child's changing needs. • Physical, sexual, emotional abuse, or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship.	• At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord
In The School	• Bullying including online (cyber) • Discrimination	• Clear policies on behaviour and bullying

	- Breakdown in or lack of positive friendships - Deviant peer influences - Peer pressure - Peer on peer abuse - Poor pupil to teacher/school staff relationships	- Staff behaviour policy (also known as code of conduct) 'Open door' policy for children to raise problems. - A whole-school approach to promoting good mental health. - Good pupil to teacher/school staff relationships - Positive classroom management - A sense of belonging - Positive peer influences - Positive friendships - Effective safeguarding and Child Protection policies. - An effective early help process - Understand their role in and be part of effective multi-agency working. - Appropriate procedures to ensure staff are confident to raise concerns about policies and processes and know they will be dealt with fairly and effectively.
In The Community	- Socio-economic disadvantage - Homelessness - Disaster, accidents, war or other overwhelming events - Discrimination - Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation. - Other significant life events	- Wider supportive network - Good housing - High standard of living - High morale school with positive policies for behaviour, attitudes and anti-bullying - Opportunities for valued social roles - Range of sport/leisure activities

Brook Primary School
Whole School Mental Health and Well-Being Strategy

Social and Emotional and Mental Health Needs

Social, emotional and mental health (SEMH) needs are a type of special educational needs in which children/young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.

This means that they have trouble in building and maintaining relationships with peers and adults; they can also struggle to engage with learning and to cope in classroom without additional strategies and interventions. Children with SEMH will often feel anxious, scared and misunderstood.

Area Of Need		Universal Support	Targeted Support	Specialist Support
	Identifiers and Routes	- Is behaviour age appropriate? - Do recent life events suggest an understandable reaction? - School has an open-door policy - parents encouraged to share concerns with school. - Signposting and resources shared with	Universal plus (where previous interventions have been unsuccessful) - Learning Mentor referral and support - SDQ and Boxhall completed (based on individual needs) - Lego play groups - Sensory Room access - School Health Advisor referral, advice and intervention	Universal, targeted plus (where previous interventions have been unsuccessful) - Educational Psychology referral, assessment and recommendations - Sycamore School Outreach Support - ELSA referral and intervention - CAMHS referral - Play Therapy - Counselling

		parents and are available on website.	• MHFA support	• Pet Therapy
		• Relationship building with key adults – class teacher and TA	• Social Stories	• GP referral
		• Zones of Regulation	• Circle of Friends	
		• Emotion sharing and discussion with CT/TA	• Draw and Talk	
		• PHSE lessons include emotional education.	• Nurture interventions	
		• Whole staff training opportunities through e.g Educational Psychologist, Sycamore	• Use of The Hub	
		• Identifying trigger points and monitor	• Adult drop in and check ins	
		• Well-Being Ambassadors		

Anxiety

Anxiety is a feeling of unease, such as worry or fear, that can be mild or severe.

Everyone has feelings of anxiety at some point in their life. For example, you may feel worried and anxious about sitting an exam or having a medical test or job interview. During times like these, feeling anxious can be perfectly normal.

However, some people find it hard to control their worries. Their feelings of anxiety are more constant and can often affect their daily life.

Anxiety is the main symptom of several conditions, including panic disorder, phobias, post-traumatic stress disorder and social anxiety disorder (social phobia).

Resources: "The Unworry Book" by Alice James (photocopiable activities book)

"Helping Children Build Self-Esteem" by Alice Harper (photocopiable activities book)

"The Worry Workbook" by Imogen Harris (activities book)

"You're a Star" – 'A Child's Guide To Self Esteem' by Poppy O'Neill

"The You Are Awesome Journal" by Matthew Syed (toolkit of goals, plans and challenges)

"101 Games for Self-Esteem" by Jenny Mosley and Helen Sonnet

Area Of Need		Universal Support	Targeted Support	Specialist Support
	Identifiers and Routes	• Is behaviour age appropriate? • Do recent life events suggest an understandable reaction? • School has an open-door policy - parents encouraged to share concerns with school. • Signposting and resources shared with parents and are available on website. • Relationship building with key adults – class teacher and TA. • Zones of Regulation • Parental Workshops	Universal plus (where previous interventions have been unsuccessful) • Learning Mentor referral and support • MHFA support • Social Stories • SDQ and Boxhall completed (based on individual needs) • Class Teacher / Class TA to support in creating an anxiety toolkit with child • Draw and Talk • Resilience interventions • Circle of Friends • School Health Advisor referral, advice and intervention • Activity Book intervention • Use of The Hub • Adult drop in and check ins	Universal, targeted plus (where previous interventions have been unsuccessful) • Educational Psychology referral, assessment and recommendations • ELSA referral and intervention • CAMHS referral • Play Therapy • Counselling • GP referral
Behaviour				

Poor mental health impacts on how we think, feel and behave in daily life. For some pupils, poor mental health may increase the likelihood of challenging behaviours or behaviour incidents. By understanding how poor mental health can affect behaviour, we can get an insight into the psychological disruption which creates challenges which drives pupils to emotional and behavioural difficulties.

Challenging behaviour (behaviours oof concern) can occur in absence of mental health and not all pupils with poor mental health will exhibit behaviours of concern. Pupils may display patterns of instability of interpersonal relationships, impulsivity, intense and inappropriate anger, self-harm, poor self-esteem, paranoid behaviours, extreme emotional reactions,

Resources: "101 Games for Self-Esteem" by Jenny Mosley and Helen Sonnet
                    "My Hidden Chimp" by Prof Steve Peters

Area Of Need		Universal Support	Targeted Support	Specialist Support
	Identifiers and Routes	- Is behaviour age appropriate? - Do recent life events suggest an understandable reaction? - Behaviour Policy consistency (Paul Dix approach) - School has an open-door policy - parents encouraged to share concerns with school. - Relationship building with key adults – class teacher and TA – if specific relationship building is required – assembly time) - Signposting and resources shared with parents and are available on website. - Zones of Regulation	Universal plus (where previous interventions have been unsuccessful) - Learning Mentor referral and support - MHFA support - Social Stories - SDQ and Boxhall completed (based on individual needs) - Early Help referrals - Positive Behaviour Plans - Parental information and support - Use of The Hub - School Health Advisor referral, advice and intervention	Universal, targeted plus (where previous interventions have been unsuccessful) - Educational Psychology referral, assessment and recommendations - ELSA referral and intervention - CAMHS referral - Sycamore School Outreach Support - Adapted curriculum and timetable. - Positive Play Intervention - Social Skills groups - GP referral - Parents Triple P

		• Visual timetables visible in classroom • Behaviour reflection sheets • PHSE curriculum • CPOMS tracking • Well-Being Ambassadors		

Friendships

Friendship is a crucial element in protecting mental health. Positive friendships can keep pupils grounded, help to get things in perspective, and help pupils to manage life's problems. If pupils are experiencing a mental health problem, the instinct might be to hide away and avoid friends. But positive friendships can play a key role in helping pupils live with or recover from a mental health problem and overcome the isolation that often comes with it. Pupils can end up with the strongest relationships with the people who've supported them through hard times.

Resources: "The Friendship Formula" by Alison Shroeder (activity book to develop awareness of self and others)
        Assembly time peer friendship groups – games are in The Learning Lounge

Area Of Need		Universal Support	Targeted Support	Specialist Support
	Identifiers and Routes	• Is behaviour age appropriate? • Do recent life events suggest an understandable reaction? • Signposting and resources shared with parents and are available on website. • Relationship building with key adults – class teacher and TA	Universal plus (where previous interventions have been unsuccessful) • Learning Mentor referral and support • MHFA support • Social Stories • Playtime Buddies • Nurture interventions • Social Skills interventions • Circle of Friends	Universal, targeted plus (where previous interventions have been unsuccessful) • ELSA referral and intervention • Positive Play Intervention • Specific Outreach Support – e.g ASD

		- Positive relationship building with peers – managed by CT/TA - PHSE curriculum and teaching on positive relationships - Safeguarding curriculum - Worry Monsters in class - Time To Talk with CT/TA - Playground support from peers, staff and playground leads. - Team building opportunities. - CPOMS tracking - Behaviour Policy - Well-Being Ambassadors		

Bereavement

Whatever the loss, the mind and body will react to this change. Something or someone that was there before is no longer there. Something or someone depended on as part of life has gone. There has been a change. This can unsettle pupils normal, and how it does so, will depend on what has happened and what support is in place to cope.

When pupils are bereaved, they can feel anxious, sad, angry, shocked, grief-stricken, withdrawn, in disbelief, guilty, sad and in denial – and experience these in no particular order. Pupils can struggle with sleep, concentration, appetite and making decisions. They can also experience physical pain, such as headaches and muscle pain, as well as less specific bodily reactions that are similar to feelings of anxiety.

It is entirely normal to feel such intense feelings. It is a time of trying to make sense of the change the losses bring, whatever they are. It is about adjusting to a 'new normal'. However, we also need to remember that when pupils are bereaved, their feelings are very challenging to bear, and sometimes they can feel intolerable. This can be a very difficult time.

Resources: Bereavement Box – supported by Dudley MBC (in The Learning Lounge) - guidance, support, confidence to support child with bereavement
Dudley Council Public Health 01384 815547 cypteam@dudley.gov.uk
Marie Faux and Sarah Doyle – Mary Stevens Hospice 01384 443010 marie.faux@marystevenshospice.co.uk
Support in Dudley https://lets-get.com/home/bereavement

Approaches: Spend time with child, read a story (suggested reading for a number of sessions is 'Lucy's Story' or 'Duck's Fish' (KS1) or 'I Have A Question About Death' (ASD and additional needs)
Make – a calendar of memories, memory stones, time to tell their stories, first aid kit, life record.
"Muddles, Puddles and Sunshine" book

Area Of Need		Universal Support	Targeted Support	Specialist Support
	Identifiers and Routes	• School has an open-door policy - parents encouraged to share concerns with school. • Staff training Winston's Wishes • Staff involved with the child is made aware. • Signposting and resources shared with parents and are available on website. • Opportunities provided for child to speak to safe adult. • Empathy, normalise, contain, take care of yourself.	Universal plus (where previous interventions have been unsuccessful and after recommended time of 6 months) • Key adult bereavement intervention • Memory jar / memory box • Learning Mentor referral and support • MHFA support	Universal, targeted plus (where previous interventions have been unsuccessful and there is an abnormal grief reaction) • ELSA referral and intervention • Educational Psychology referral, assessment and recommendations • CAMHS referral • Counselling

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Parents

Resources: Local Family Centres
          Early Help

Area Of Need		Universal Support	Targeted Support	Specialist Support
	Identifiers and Routes	• School has an open-door policy - parents encouraged to share concerns with school. • Signposting and resources shared with parents and are available on website. • Parents Evenings • Parent Training and Class Workshops • School Events and Participation Activities	Universal plus (where previous interventions have been unsuccessful) • Parent workshops for specific needs • Telephone consultations • Early Help referrals	Universal, targeted plus (where previous interventions have been unsuccessful) • Signposted specific services • Access to Uniform Vouchers • Access to Food Bank Vouchers • Support for referrals

Staff

Area Of Need		Universal Support	Targeted Support	Specialist Support
	Identifiers and Routes	• School has an open-door policy - parents encouraged to share concerns with school.	Universal plus (where previous interventions have been unsuccessful) • MHFA support	Universal, targeted plus (where previous interventions have been unsuccessful)

		• Time To Talk • School Values • Positive Relationships • Team Building and Teamwork • Shared Responsibilities • Staff Code of Conduct • Staff Training and support • Honesty • Speak to SLT about recent life changes. • Utilise others' areas of expertise. • Coaching • No shame culture. • Positive Mental Health Culture	• Key adult/ trusted adult support • Mindfulness guidance • Signposted support from external agencies	• Offers of support to attend meetings by key adults/safe adults. •

Mind Understanding Mental Health Problems