

Wellbeing and Mental Health Strategy

SCHOOL AIMS & VALUES

St Hugh's aims to provide a secure, happy environment, promoting the emotional wellbeing and mental health of all pupils and enabling them to gain confidence.

- To develop a moral and spiritual awareness in pupils and to lead them to value themselves and others.
- To give a sound academic foundation, to foster a positive work ethic and to encourage pupils to think for themselves and to become independent learners.
- To instil a desire to participate in a wide range of activities and to contribute to the community.
- To encourage a readiness to tackle new tasks and to accept challenges without fear of failure.
- To achieve a genuine, broad preparation for successful transfer to senior school and for the challenges of life ahead.

In order to achieve the above aims and values of the school and to promote a whole community recognition that mental wellbeing is of utmost importance, the following strategy outlines our vision and puts a system in place to achieve these goals.

OUTCOMES

- **Leadership and management:** The Senior Leadership Team (SLT) to lead the school's vision and strategic direction in terms of mental health and wellbeing. The school should provide visible senior leadership for emotional health and wellbeing and also reference and integrate within the school's strategic priorities, goals, aims and policies and practice
- **School ethos:** The school's culture promotes respect and values diversity. A whole school approach supports children's mental health through day-to-day contact and through building a sense of belonging.
- **Curriculum teaching and learning:** Focus is given across the curriculum to social and emotional learning and promoting resilience. It is sufficiently intensive and ongoing with learning goals and themes being reinforced and threaded throughout the curriculum.

- **Enabling pupil voice:** Pupils are involved and listened to and encouraged to talk about how they feel. The school allows time to give children the skills to know how and when to ask for help.
- **Staff development, health and wellbeing:** Staff feel confident in identifying children's needs early and mobilising protective factors for children at risk of poor mental health. The professional and personal development of staff focuses on mental health and wellbeing.
- **Identifying need and monitoring impact:** The school assesses the needs of all pupils; the progress of those who need support, and the difference made by programmes/interventions being used to improve mental health and wellbeing.
- **Working with parents/carers:** The school engages with parents to reduce risks and de-escalate needs. This occurs through questionnaires, coffee mornings and continuous dialogue.
- **Targeted support and appropriate referral:** Staff identify and support or refer children who may need extra help at an early stage.

PROCEDURES

- **Leadership and Management**
 1. SLT members to lead by example in the school community encouraging the communication and further development of emotional wellbeing and mental health
 2. SLT to have wellbeing and mental health as a regular item on the weekly agenda
 3. The Pastoral Leadership Team (PLT) and the Academic Leadership Team (ALT) to lead on projects in relation to wellbeing and report to SLT. Projects may include:
 - Continued embedding and promotion of school values
 - Supporting mental health awareness week including an assembly on the subject
 - Supporting 'Hello Yellow' day
 - Working closely with the Head of Charities and House leaders to promote and support charities such as Young Minds
 - Providing suitable training for staff
 - Updating policies including: Staff & Pupil Mental Health and Wellbeing Policies; Anti-bullying Policy, Behaviour for Learning Policy; Safeguarding Policy

- **School ethos**
 1. Continued embedding of the Values Tree through assemblies, form time, Wellbeing sessions and PSHE lessons
 2. Continued development of the House system to promote a sense of belonging
 3. Prefects/House Captains and School Council members act as wellbeing ambassadors.

- **Curriculum teaching and learning**
 1. Continued review of the PSHE curriculum
 2. PLT have been reviewing resilience within the school
 3. Varied types of feedback given by staff to pupils to promote independence and resilience in their learning

- **Enabling Pupil Voice**
 1. School council/food council allows for pupils' opinions and ideas and to assess wellbeing within school
 2. Form time and House assemblies allow for discussions
 3. PSHE and wellbeing lessons, form time, assemblies give pupils skills to know how and when to ask for help

- **Staff development, health and wellbeing**
 1. Number of staff being trained in Mental Health First Aid Course is on hold and under review
 2. Further inset training on pupil and staff wellbeing
 3. Yearly SWOT analysis for staff on wellbeing

- **Identifying need and monitoring impact**
 1. PASS surveys identify pupils that require support
 2. Various pastoral staff meetings give further evidence of requirements
 3. ISAMS tracks evidence and builds a picture of possible issues
 4. Appropriate communication between external professionals and school (nurses/SLT/Head of Year/Head of Learning Support/form teacher)
 5. IBP/IEP may be used

- **Working with parents/carers**
 1. Constant communication takes place through conversations/emails between form teacher/senior tutors/deputy head/head and parents

2. Year group coffee mornings take place for further discussions
 3. Parents evenings occur twice a year
- **Targeted support and appropriate referral**
 1. Following 'Watchlist' meetings, pastoral staff meetings or SLT meetings support maybe provided inhouse or with external professionals

RISK FACTORS

- **Leadership and Management**
 1. Change of leadership/management
 - Pupils: Recent changes of headship will disrupt some pupils.
 - Staff: Recent changes of headship will be unsettling for some staff.
- **School ethos**
 1. General busyness of daily routines can affect school ethos
 - Pupils: Some pupils overburdened, continued monitoring process in place since Sep 19
 - Staff: Daily work pressures and time constraints can affect morale. Staff wellbeing on weekly SLT agenda.
 2. Occasional lack of support from parents (staff affected)
 3. Digital age
 - Pupils: Issues on social media. (addressed in PSHEE/form time). Frustrations with lack of technology used in lessons.
 - Staff: Keeping up with ever-changing technology is frustrating for some staff. (inset constantly required)
- **Curriculum teaching and learning**
 1. Pressure from Heads of department/teachers to achieve high standards
 - Pupils: expectation to always achieve high standard
 2. Busyness can lead to frantic transition between lessons
 - Pupils: arriving late can cause friction (not always fault of pupil). Easing of transitions has been improved

Staff: Calm start to lesson not always possible. 'Pause' can help

3. Busy calendar leads to pupils missing lessons. This is monitored more effectively

Pupils & staff: under pressure to catch up

4. Shift in pre-tests puts more pressure on Yr 5 and 6 pupils

Pupils: early testing can be stressful especially when numerous schools are involved.

Staff: Pressure to achieve results for pupils/parents

- **Staff development, health and wellbeing**
 1. Increasingly hard for staff to find a healthy work/life balance
 2. Allowing staff time to monitor pupils in their care
 3. Time available for training and inset
- **Identifying need and monitoring impact**
 1. Time required to record incidents (staff)
 2. Convenient space for visiting professionals (pupils)
- **Working with parents/carers**
 1. Stress can occur through increasing communication with parents (emails etc.) (staff)
- **Targeted support and appropriate referral**
 1. Becoming too reliant on support (pupils)

Reviewed: Oct 23

Next Review: Oct 24