

Charlton Manor Mental Health and Wellbeing Strategy

Aim: The aim of the Mental Health and Well-Being Strategy is to explain how our annual commitment to the promotion of positive mental health and wellbeing will be achieved.

Purpose: The role of the strategy is to explain WHAT provision will be on offer, HOW we will ensure it is offered, WHO will ensure it is offered and WHEN and HOW this will be monitored.

Evaluation: The strategy will be reviewed annually by the Wellbeing Lead and Senior Leadership Team and should be read in conjunction with the Mental Health & Wellbeing policy. The strategy will be formally approved by the Governing Body for the school each year.

Aim: Who will this affect? How?	Accountability: How will this be completed? By who?	Evaluation: Who will evaluate progress? How will this be recorded?
Pupils		
School Council representatives to represent pupil voice to SLT in half-termly meetings	PSHE lead to plan for opportunities for school council members to gather pupil contributions on a half-termly basis	PSHE lead to circulate school council meeting minutes. Class teachers to record pupil views and share with PSHE lead.
Mechanisms in place in class for pupils to report concerns or feeling unhappy: worry boxes	Class teachers to ensure resources specified are in place for the start of autumn term annually.	Headteacher/SLT to review provision in place during the first learning walk of the new academic year annually and record in feedback to staff.
Named mental health first aider on the staff team in place to advise staff and refer to further support where staff are concerned about a child.	Mental health first aider to ensure resources are in place and clearly signposted to staff. Headteacher/SLT to ensure there is an appointed mental health first aider in the event of 'staff turnover'	Mental health first aider to report progress in staff meeting provision on a termly basis.
Regular inclusion team meetings in place to discuss key vulnerable children and follow up key concerns.	Meetings to be arranged and led by Inclusion lead (SENCO) once a fortnight.	Minutes of meetings taken and circulated by inclusion lead.
Secure online system (CPOMS) in place for all staff to record and report concerns about pupils,	Annual refresher for all staff on the use of the system by school safeguarding lead.	CPD to be recorded following training and analysed by Safeguarding Lead.

including concerns for emotional wellbeing and/or mental health.		Safeguarding leads to review system in half-termly safeguarding meetings.
Planning to include annual World Mental Health Day and other key MH focus days/events for all classes to promote positive mental health strategies.	Class teachers to include on their weekly planning in October (World MH Day) & February (Childrens MH Week). Plus any other key dates/events that arise.	PSHE subject lead to monitor planning.
Mentoring and counselling sessions in place to support children identified by parents, staff or children themselves as being in need of provision.	Class teachers to identify vulnerable pupils in conjunction with SENCO during the first half term of the academic year and throughout the year. Use of boxall profiles to analyse the impact of the mentoring-inclusion team to implement.	SENCO/Mentor lead to report back to the inclusion team regularly. Inclusion team to implement the use of boxall profiles
Annual statutory commitment to safeguarding training to include a focus on recognising signs of poor mental health in pupils and what to do if staff have concerns.	Safeguarding and pastoral lead, in conjunction with SLT, to plan an INSET session in a staff meeting annually for the Autumn Term.	Staff evaluations of CPD to be collected and analysed following training. (Safeguarding & pastoral lead) Responses reported and used to influence CPD planning for further CPD and also for the following academic year. (Safeguarding & pastoral lead)
PSHE curriculum to include the promotion of emotional wellbeing, identification of emotions, strategies to help deal with our emotions and development of self-esteem. Class display board in each classroom highlighting ways to help/deal with mental health.	PSHE subject lead to oversee and include on PSHE action plan.	PSHE subject lead report on an annual basis to be circulated to staff/GB. Class teachers to report on progress in PSHE through lesson evaluations on a weekly basis and staff meetings.
Half-termly assemblies to include the promotion of emotional wellbeing, identification of emotions, strategies to help deal	Wellbeing lead to oversee.	Wellbeing lead to meet with, collate feedback from pupil voice and staff in order to identify appropriate/key topics required.

with our emotions and development of self-esteem.		
Daily mindfulness sessions included in the school day/timetables	All class teachers to include in their daily planning.	Wellbeing lead to oversee.
Zones of regulations adopted and used consistently as a whole school approach to managing and self-regulating emotions.	Annual refresher for all staff on the use of zones of regulations. Headteacher/phase lead/line manger to ensure new members of staff are given are aware of the approach and strategies used.	Pastoral lead, SEND lead & Wellbeing lead to oversee.
Twice annual pupil voice surveys specifically looking at Mental Health & wellbeing	Wellbeing lead/change team to produce, distribute and analyse results.	Wellbeing lead to oversee.
Wellbeing champions trained and in place each year in KS2 (Years 3-6)	Inclusion team staff member to ensure annual training is given and to meet with the wellbeing champions once a fortnight.	Pastoral/Inclusion team member to run. Overseen by the wellbeing lead.
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Parents/Carers		
Information on further support and advice for mental health issues provided in school foyer and playground information boards.	Safeguarding leads to ensure sources of support are kept up to date online and within school.	Safeguarding and wellbeing leads to report to the Headteacher in annual performance management meetings on successes and next steps.
Safeguarding leads trained in support processes in place for parents/carers in need of support.	Annual refresher of safeguarding training completed by leads. Parents/carers informed who safeguarding leads are via posters in school buildings, school website and newsletters.	Safeguarding Leads to meet on a half-termly basis to review progress. Minutes to be kept by lead.
Information on further support and advice for mental health issues provided and updated on the school website.	Safeguarding and wellbeing leads to ensure sources of support are kept up to date online and within school.	Safeguarding and wellbeing leads to report to the Headteacher in annual performance management meetings.
Regular check ins with parents through Newsletters, coffee	½ termly newsletters to be sent by the wellbeing lead.	Wellbeing lead

mornings, drop in sessions, parents evenings/meetings	Termly coffee mornings with different wellbeing focus (topic to be Parent voice led) to be organised by an inclusion team member. Parents evenings/meetings/drop ins organised by SLT	Inclusion team member Head Teacher, wellbeing lead and pastoral/inclusion team to coordinate based on school diary
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Staff		
Regular incentives and/or support aimed at improving staff wellbeing	Daily free school breakfast and lunch available to staff. Fruit, tea and coffee available to all staff daily. Free Xmas lunch Teaching staff will be provided with time during staff meetings for assessment input and report writing. SLT/SMT to assist with marking of assessments where possible. Assistance provided with photocopying of resources. Curriculum leaders to be provided with regular release time.	SLT to review termly in collaboration with/in response to staff feedback.
Trained mental health first aider on staff team to support staff with difficulties and signpost support.	Mental health first aider to deliver training to staff as needed.	Staff meeting minutes to be recorded detailing training given.
Phase meetings for teachers to include discussion on wellbeing and mental health as appropriate and to act as a forum to raise concerns or request further support or CPD.	Phase leaders to raise issues discussed with Wellbeing lead and/or Mental Health first aider as required.	Staff meeting minutes recorded and circulated to the headteacher and wellbeing lead. Wellbeing lead to ensure feedback is discussed with SLT to agree on next steps.
Staff wellbeing board in staffroom will signpost sources of	Wellbeing lead to oversee inclusion of resources on board. All staff to be encouraged to contribute.	Wellbeing lead to review usage of board termly and ensure resources are current and up to date.

support and strategies for the promotion of wellbeing.		
Annual commitment to offering staff an INSET session on positive mental health and wellbeing. This may be delivered by an outside provider.	Wellbeing lead to organise training in autumn term of each academic year in conjunction with headteacher/SLT.	Reviewed annually by wellbeing lead and headteacher/SLT when creating CPD plan for the forthcoming academic year.
Induction of new staff to include an introduction to the school's policy on mental health and wellbeing and a named person on the staff team for the new member of staff to liaise with.	Headteacher/Office Staff to ensure new members of staff are given a copy of the policy and are aware of who their named member of staff is during the induction process.	Headteacher to evaluate with new staff members during induction meetings as appropriate.
Anonymous annual staff survey with a specific mental health & wellbeing focus.	SLT & wellbeing lead to devise, distribute and analyse results.	Headteacher & Wellbeing lead to oversee.

Strategy created: March 2022

Updated April 2023

Next Update Due: July 2024