LADY BOSWELL'S PUPIL WELLBEING STRATEGY

At Lady Boswell's School. We value each member of or school community as a unique child of God and seek to demonstrate his love through our words and actions. Our vision states that: we enable every child to achieve their full potential so that they leave us with their heads inspired and their hearts enriched. We want every child to flourish during their time with us and we look to 2 Corinthians 1:3-5 which shows us the importance of supporting and comforting others.

Praise be to the God and Father of our Lord Jesus Christ, the Father of compassion and the God of all comfort, who comforts us in all our troubles, so that we can comfort those in any trouble with the comfort we ourselves receive from God

What do we mean by mental health?

The school adopts Mentally Healthy School's definition of wellbeing:

Mental Health is "the emotional and spiritual resilience which enables 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.

Wellbeing is all about our holistic health, including the physical and emotional. When we have good levels of wellbeing we feel that life is in balance and that we can generally cope well. We feel motivated and engaged, we're resilient and able to deal effectively with daily troubles, as well as 'bounce back' from life's challenges. (World Health Organisation). Mental health affects all aspects of life and behaviour. Like physical health, mental health is something we all have. It can range across a spectrum from healthy to unwell; it can fluctuate on a daily basis and change over time, see spectrum below.



AT OUR SCHOOL WE:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self esteem and ensure children know that they matter
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks

We aim to create a culture of awareness of mental health needs, with no stigma or discrimination, providing high quality mental health training for all. For effective teaching and learning to take place, good mental health and wellbeing in all aspects of school life is necessary. We aim to promote positive mental health for every child. We pursue this aim using both universal, integral, specialised and targeted school approaches aimed at vulnerable pupils. In addition to promoting positive mental and physical wellbeing, we aim to recognise and respond to mental ill health. We have a highly personalised approach to meeting the academic, physical and emotional needs of every pupil and by developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental ill health. This also creates 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 confidential manner.

Above all, we want pupils to be happy and enjoy coming to school. Our exceptional pastoral care permeates every aspect of life within the school. Our core values of respect, kindness, Love, forgiveness, honesty and Faith are at the heart of all that we do. Expectations are high, in terms of manners, discipline and general behaviour, and the children respond accordingly. We treat each pupil as an individual, and provide the framework to support and promote growing confidence and self-assurance.

MECHANISMS FOR SUPPORTING WELLBEING AND ENSURING PSYCHOLOGICAL SAFETY

Our children will flourish when they feel valued and trusted, feel safe enough to be creative, try new things, make mistakes and take risks. At Lady Boswell's we aim to teach and develop emotional intelligence in children, giving them an increasingly sophisticated vocabulary with which to recognise and label emotions in themselves and others.

Our 3-tiered approach to ensures that every child receives the appropriate level of support when necessary.

<table>
<tr><th colspan="5">3 TIERED APPROACH</th></tr>
<tr><td colspan="5">TIER 1
Every class will have dedicated Pastoral lessons through our whole school approaches:
RULER - PSHE LESSONS - DAILY USE OF THE MOOD METER - ACCESS TO PEER MEDIATORS AND PLAYGROUND PREFECTS - ADULT PLAY FACILITATORS - ACCESS TO NURTURE ROOMS AT BREAK TIMES - ACCESS TO OUR WELLBEING ROOM.</td></tr>
<tr>
<td>CORE CURRICULUM
Mental Health and Wellbeing is a core part of our PSHE and RSHE Curriculum, which covers:-
➢ Living in the Wider World
➢ Relationships
➢ Health and Well-being (inc Mental Health)</td>
<td>PASTORAL TEAM
We have a dedicated Pastoral team consisting of the HTs, SENDCo, Family Support Worker, Mental Health First Aiders and a Middle leader who manages THRIVE and WELLBEING</td>
<td>PEER MEDIATORS/ PEACE MAKERS
Children are trained in de-escalation techniques to develop self- regulation in themselves and their peers.</td>
<td>BLUE PRINT AND SCHOOL CHARTER
Supports the development of empathy and conflict resolution skills by serving as a guide for reflecting on conflict and resolution. Builds and sustains positive emotional climates by creating agreed-upon norms for how people want to feel and how they can help each other to experience those feelings</td>
<td>RULER
An evidence-based program that systematically develops pupils' understanding of the value of emotions, builds the skills of emotional intelligence and creates and maintains a positive school climate</td>
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MOOD METERS Enhances self- and social awareness and supports the development of a nuanced emotion vocabulary and a range of strategies for regulating emotion.	**RESOURCES / BOOKS TO PROMOTE AND SUPPORT MENTAL HEALTH** The school has high quality resources and books available on wide ranging Mental Health and Wellbeing issues	**SAFETY IN ACTION** A course designed for year 6 pupils about the risks and dangers they may face as they begin to make the transition to secondary school	**ANTI BULLYING WEEK** Discussions and activities about what bullying means to us, how banter can turn into something more hurtful, and what we can do to stop bullying.	**PROMOTE GOOD ATTENDANCE** Regular school attendance is one of the best ways of protecting a child's mental and physical health and laying down strong foundations for their long-term wellbeing
SLT TRAINED AS DSL/ CPOMS Both HTs and two A HT all fully trained as DSLs. A whole school transparent recording system (CPOMS) to ensure effective communication between all supporting adults and agencies	**WELLBEING GOVERNOR** Designated governors to hold the leadership team accountable to the school's strategic pillar of wellbeing	**EXTENSIVE CLUBS PROVISION** Over 40 free clubs ensure that children are able to access activities which support healthy living interests and enhance mental health.	**MENTAL HEALTH AWARENESS WEEK** Increase awareness and understanding of Mental Health and anxiety and think about things we can do to help us feel calmer and happier	**SPIRITUAL TOOLKIT** Prayer and faith are an integral part of our school and for children of faith it provides a support in times of trouble or crisis.
OUR STRONG AND INCLUSIVE CHRISTIAN ETHOS. Fundamental to the wellbeing support in school is our Christian ethos and values. We promote demonstrating God's love through our words and actions and seek to support ourselves and each other regardless of personal faith. We have an open culture when discussing wellbeing and mental health				

TIER 2

It might be identified that some children need additional support with their wellbeing, 'taming' an emotion, friendships etc. once these children have been identified, though the TRIAGE system, we can offer:

LEGO THERAPY - SOCIAL STORIES - SOCIAL COMMUNICATIONS GROUP - LUNCHTIME HUB - TALKING AND DRAWING THERAPY - DAILY TALKING TIME - DAILY PLAY TYPE THERAPY - BEREAVEMENT/LOSS SUPPORT - THRIVE

THRIVE Trained and accredited practitioners able to deliver a trauma-informed, whole school or individual approach to improving the mental health and wellbeing of children.	**FAMILY SUPPORT WORKER** **The aim of the FSW is to help navigate challenges that may arise at home or in School. These challenges may encompass issues like bereavement, separation, behaviour management, poor attendance or other wellbeing issues.**	**DRAWING AND TALKING** A specialised programme delivered to children in need of support to discover and communicate emotions through a non-directed technique	**ZONES OF REGULATION** An empowering instructional tool to build safe, supportive environments that foster learning and well-being for all
DEDICATED NON TEACHING SENCO AND A SPEECH AND LANGUAGE SPECIALIST. **E**nsure children have personalised plans and receive early intervention for any support needed.	**TRAINED MENTAL HEALTH FIRST AIDERS** First aid support through non-judgemental listening and guidance, acting as a point of contact for any child experiencing a mental health issue or emotional distress.	**DEDICATED SAFE PLACES OFF BOTH PLAYGROUNDS.** A dedicated wellbeing room and two therapeutic nurture rooms for children struggling socially. 3x Buddy benches. One in each key stage playground.	**LEGO THERAPY** An innovative therapeutic intervention to aid Social communication.

SOCIAL STORIES A narrative made to illustrate certain situations and problems and how people deal with them.	**SOCIAL COMMUNICATION GROUPS** Through increasing a child's understanding and recognition of body language, a child can learn to adjust their response to match the emotions of the other person.		
TIER 3 **Some children may require more intensive support. If this has been identified through discussion with the SENCO and Wellbeing team, the following agencies may be accessed:** SPURGEONS - CAMHS - EDUCATIONAL PSYCHOLOGIST - SPEECH AND LANGUAGE - PLAY THERAPY - DANDELION TIME			
SIGNPOSTING TO EXTERNAL SUPPORT Signposting to a range of additional support structures for pupils that support Mental Health and wider wellbeing.	**PLAY THERAPY** Children explore their thoughts and feelings in creative and dynamic ways, without having to use words to articulate themselves	**NELFT** North East London NHS Foundation Trust. Provides emotional wellbeing and mental health advice and support	**CAMHS** CHILD AND ADOLESCENT MENTAL HEALTH SERVICES. Tthe NHS services that assess and treat young people with emotional, behavioural or mental health difficulties
DANDILION TIME A nature-based charity that works with children and their wider family to overcome issues and difficulties	**SPURGEONS** offers support services for a range of mental health difficulties for both parents and children.	**EDUCATIONAL PSYCHOLOGISTS** Use their specialist skills in psychological and educational assessment techniques to help those having difficulties in learning, behaviour or social adjustment	

HOW DO WE IDENTIFY CHILDREN IN NEED OF SUPPORT?

1. •CONCERN RAISED BY PARENT, CHILD OR MEMBER OF STAFF
2. •ENTERED ON CPOMS AND WELLBEING TEAM ALERTED
3. •FORM COMPLETED AND TRIAGE DECSION MADE AS TO TIER OF SUPPORT OR ALLOCATION TO SEND.
4. •PARENTS CONSULTED
5. •APPROPRIATE ASSESSMENT COMPLETED
6. •WELLBEING TEAM TRIAGE AND SUPPORT PLAN WRITTEN AND INITIATED. TIMESCALE IDENTIFIED
7. •REVIEW PLAN AND REPEAT ASSESSMENT
8. •IF CT/WELLBEING TEAM/ CHILD FEEL ADDITIONAL INTERVENTION MAY STILL BE NEEDED, THE CILD MAY BE REFFERED TO APPROPRIATE EXTERNAL AGENCY (CHAMS/PLAY THERAPY ETC.)

Interventions are planned collaboratively with parents, following a meeting with the class teacher, SENCO and wellbeing assistant. Once a possible intervention has been agreed, the child is consulted and involved. Thrive has bespoke identification systems and interventions. Family Support Worker support is offered. **NOTE: A CHILD MAY NOT BE IN RECEIPT OF MORE THAN ONE THEREPY OR INTERVENTION AT ATIME.**

COMMUNICATION WITH PARENTS

Parents welcome support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Provide Parental training on RULER
- Run an AUTISM SUPPORT GROUP
- Facilitate parent's prayer meetings
- Hold 3 x annual parent/ CT meeting
- Provide home school contact books
- Ensure SLT have an open-door policy
- Highlight sources of information and support about common mental and physical wellbeing issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child
- Share ideas about how parents can support positive mental and physical wellbeing in their children
- Keep parents informed about the mental and physical wellbeing topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.