

Primrose Hill are working towards the Well-being Award for Schools Accreditation. The award will recognise our commitment to supporting, educating and protecting emotional wellbeing and mental health in our whole school community. Using an evidence based framework, to drive change, the WAS award focuses on developing the long-term culture of the whole school, supporting our existing vision of well-being as an essential and integral part of our culture and ethos.

AIM:

The school intends to develop its current systems for Mental Health and Well-Being, through the implementation of a whole school strategy led by the Mental Health and Well-Being Lead in conjunction with the Well-Being Award for School (WAS). The school intends to promote mental health as part of a whole school strategy, through:

- Improving the emotional well being of our staff and pupils
- Ensuring mental health issues are quickly, identified and appropriate support provided
- Offering provision and interventions that matches the needs of our students and staff
- Engaging the whole-school community in the importance of mental health awareness
- Capturing the views of parents, carers, students and staff on issues surrounding Mental Health and Well-Being

In addition to promoting positive mental health, Primrose Hill Primary aims to recognise and respond to mental ill health. Research suggests, in an average classroom three children will be suffering from a diagnosed mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures, we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

VISION STATEMENT:

At Primrose Hill we aim to promote positive mental health and wellbeing for our whole school through raising awareness of the importance of 'Talk, Think and Share', should worries or issues arise. All children go through ups and downs during school and some face significant life events, which can impact their overall wellbeing and learning. We acknowledge mental health and wellbeing as a whole school responsibility, with the overall aim to help children, to develop resilience and coping strategies, which support overall well-being.

Our vision statement, supporting policies and behaviours support the positive mental health and wellbeing for our whole school community. They include the following:

- Effectively working with parents and carers to forge a strong partnership, including providing opportunities to develop their own knowledge and understanding around emotional wellbeing and mental health.
- Helping children to become resilient learners through supportive strategies.
- Teaching children through our 'Personal Health and Social Education' (PHSE) curriculum, the social and emotional skills to support their positive mental health and wellbeing.
- Early identification of support for children who have mental health needs, to plan and support their needs. This includes working with multi-agencies and specialist services.
- The school supports staff through training to develop staff skills and their own resilience.

We also recognise the stigmas surrounding mental health issues. The school has worked hard to create an open and positive culture in our whole school community.

BEHAVIOUR AND ATTENDANCE

- Pupils with high self-esteem and confidence
- Pupils who have a say in what happens at school through the SMART council
- Fewer disaffected pupils, disengaged from learning
- Improved behaviour and attendance
- No instances of bullying
- Motivated pupils who want to be in school as they feel secure and safe emotionally

STAFF CONFIDENCE AND DEVELOPMENT

- Improved morale
- Lower absenteeism
- Positive and effective relationships with pupils

STAFF WELL-BEING AND WHOLE SCHOOL CULTURE



<p>IDENTIFYING NEED</p> <p>Attendance, punctuality, observation of notable changes, staff reports, incidents of loss of control in class, CPOMS system</p>	<p>SUPPORT / INTERVENTION</p> <p>Protected time for time out, calm and supportive demeanour, review of teaching approach, Learning mentor support MHWB tracking cards, PPA/ SL time, training of spotting signs of stress and possible course of action, time management training.</p>	<p>CULTURE</p> <p>Equip children will the skills to identify and manage their own MHWB, open and positive relationships, removing of stigma or judgement, Commitment to staff MHWB, Well-being, Wednesday initiative, yoga, bingo, fun activities together.</p>	<p>PREVENTION</p> <p>Health and Well being supportive processes in place, preventative strategies considered and implemented.</p>
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Long term aims: Signs and symptoms are quickly recognised to support staff back to good mental health, creating low impact on them/ their work/ their families. Systems in place to support MHWB

IDENTIFICATION OF NEED



<p>ADMISSIONS</p> <p>Information from previous setting collated, Admission form, CAMHS, Welcome ambassadors</p>	<p>REPORTING CONCERNS</p> <p>Staff training on signs of MHWB, strategic meetings, key staff for MHWB, CPOMS system</p>	<p>DATA</p> <p>Attendance linked to MHWB flagged and addressed, under performance flagged as possible MHWB, behaviour log, resilience training</p>
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Long term aims: Children develop the skills to support their MHWB, data supports the identification of need for early intervention. Attendance strategies support MHWB

PREVENTION



<p>TRAINING</p> <p>Pupil training on resilience, staff training on resilience, pupil and staff training on relationships, communication training for staff</p>	<p>STRATEGIES</p> <p>Exercise opportunities through daily mile, healthy eating school, praise and rewards through prize cabinet and Dojos, postcards home and positive messages, identification of high-risk children, worry boxes located throughout school.</p>	<p>DEVELOPMENT OF SKILLS</p> <p>Sense of belonging, safe environment and safeguarding, opportunities to succeed, development of skills for life, creative skills development, art therapy</p>	<p>WELL-BEING TEAM</p> <p>strategies and initiatives throughout the year, inc, Emojars, well-being Wednesday, Events calendar linked to MHWB</p>
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Long term aims: Children feel mentally alert, supported and have positive feelings about school and staff. Children feel confident in expressing any MHWB issues they have.

ENGAGING WITH PARENTS/CARERS/FAMILIES



<p>COMMUNICATION</p> <p>Dojo, face-to face meetings, phone calls, letters, events</p>	<p>CODE OF CONDUCT</p> <p>Staff briefings and training on positive engagement, policies reflect ethos, modelling of positive engagements</p>	<p>POSITIVE DIALOGUE</p> <p>Dojo messages to praise, postcards home, praise events, warm and friendly welcome, in class rewards systems, parental engagement sessions</p>
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Long term aims: Parents and school have strong positive relationships with open dialogue with all members of school team