

Mental Health/Wellbeing at ALMOND HILL JUNIOR SCHOOL

2022-2023



Mental Health/Wellbeing Lead: Mrs Barham

Mental Health Deputy: Miss Porter

Pastoral Lead: Mrs Burgess

Almond Hill takes a therapeutic approach to positive behaviour management and feel this is well established in our school. This approach is based on the following shared principles:

- A focus on inclusion of children and young people.
- Values and beliefs around understanding behaviour.
- Clear communication around expected behaviours.
- A commitment to diversion and de-escalation.
- Reparation, reflection and restoration.
- Risk management.
- Consistency.



At AH we believe in giving children what they need to learn and thrive and promote the understanding of this ethos in our children.

Subject Intent Statement

- Promoting a culture of care and concern for children and staff, which means everybody accepts responsibility for their own and others' wellbeing.
- Encouraging a culture of open conversation so we talk about our wellbeing and mental health, positive and negative and make support available when colleagues may be struggling.
- Putting in place a system of management practice and controls, which enables staff to enjoy a healthy work-life balance, whilst recognising the impact of personal choice and lifestyle.
- Ensuring the promotion and maintenance of the highest degree of physical, mental and social wellbeing.
- Making sure working environments are healthy, safe, secure and suitable.
- Identifying areas of risk to physical and mental health so that they can be minimised and managed appropriately.

- Giving opportunities for staff to express their views regarding general wellbeing and, where possible, taking action in relation to these concerns.

Implementation

- Ensuring children have regular access to specialist provision, E.g. music, art, sport and mindfulness, shows the importance placed on the wider curriculum in our curriculum offer.
- Ensuring children have regular opportunities to take part in learning beyond the classroom demonstrates the importance placed on the wider curriculum in our curriculum offer. E.g trips, sporting fixtures, swimming, visitors.
- Children access weekly PSHE lessons and daily assemblies. This enables open and free discussions around key issues and helps children to develop their emotional literacy.
- Ensuring mental health problems are identified early and appropriate support provided through our Mental Health Lead (Miss Coulter) and deputy (Miss Porter).
- All staff know the importance of mental health awareness and have received training via the Mental Health First Aider. This includes adult Mental Health.
- The computing curriculum provides pupils technology skills, including e-safety awareness.
- We have a wellbeing lead who ensures that there are regular opportunities for staff to enjoy a range of activities.
- There is a wellbeing group which meet regularly to discuss any concerns and encourage good practice within staff.
- The school has an anti-bullying charter which our School Council helped to write.
- We have comprehensive safeguarding procedures in place. Our safeguarding team are displayed around the school and children are aware of who they can go to if they have any concerns.
- We use the children where possible to help deliver solutions and build across school networks, for example play leaders and peer mentoring.

Adaptations for SEND pupils:

As a school, we aim to provide an inclusive curriculum, which is accessible for all pupils. Provision may need to be differentiated to provide appropriate provision for pupils with SEND and EAL. This could be in the form of any of the following:

- Adapted tasks.
- Adapted resources / equipment.
- Reduced / extended space to use.
- Additional support.

PSHE taught Across the Key Stage

	Autumn	Spring	Summer
3	Rules & safety Friendships	Healthy lifestyles Feelings	Responsibilities The future
4	Good friends Diversity	Safety and our local area	Growing & changing Relationships
5	Safety Discrimination	Community Money	Healthy Choices Enterprise
6	Healthy relationships Human rights	Personal relationships and health Money and its effects	How do we stay healthy? Change

Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing for all pupils. A schools approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing.

Wellbeing/Pastoral provision provided at Almond Hill include...

Pastoral Team	Pupil wellbeing group	Staff wellbeing group	Friendship Room
Buddy Bench	Peer mediation	Mindfulness	Feeling Good Week
School Council	Champions	Resilience Programme	Reflection
Bright Stars	Brick Club	Miya the school dog	Circle of Friends
Drawing and Talking	My Time	Settling Activity	Transition work with year 2 & 6
Restorative Conversations	Protective Behaviours	Social Stories	Comic Strip Conversations
Bereavement Support	Play Leaders	Retune	NSPCC Workshops



Our buddy bench



Staff Wellbeing

At Almond Hill, the wellbeing and mental health of everyone is one of our highest priorities. Staff well-being is checked weekly at the staff meetings with a traffic light system. As well as having a Children's Wellbeing group, staff representatives across the school meet once every half term. Our head teacher chairs the meeting and there is a member of the teaching staff, a teaching assistant, cover supervisors/pastoral team and the office admin team so a range of opinions and thoughts are heard and listened to. The group aims to provide staff with a chance to discuss wellbeing concerns or positives from the half term that staff have informed them of. Minutes and actions are then shared with the whole staff. There is a wellbeing buddy system that staff can participate in which provides a less formal opportunity for staff to discuss wellbeing with peers, build relationships with colleagues, give and receive advice and identify any peers who need further support. Initiatives to develop staff as practitioners and address well being are consistently being explored this year.

Going Home Checklist

- Take a moment to think about today
- Acknowledge **one** thing that was difficult today: let it go
- Be proud of the children you helped today
- Consider **three** things that went well
- Check on a colleague before you leave: are they OK?
- Are you OK? Your senior team are here to listen and support you
- Now switch your attention to home: **Rest and Recharge**



Analysis & Development

In order to further improve our practice and explore whether the work we are doing is having a positive impact, staff are asked to complete a case study considering and documenting where a child started and the evidence of what progression has been made.