



Statement of Mental Health and Wellbeing Intent

Moral Purpose

At Liscard Primary School we recognise that mental health is everyone's business. We recognise that mental health is just as important as physical health. We believe it is crucial to reduce the stigma attached to mental health problems to ensure the whole school community can reach their potential. The mental well-being of our school community is a key part of our vision and values and we strive to promote positive well-being for all. We understand that good mental health can be eroded by risk factors, and, supported by protective factors. As a school, we endeavour to support our children to achieve good mental health, regardless of their experiences, to be the most successful learners and well-rounded individuals that they can be. We aim to rise above the ordinary by developing learners who can transform lives and communities.

We believe that shared school values mean that the whole school community works together on a shared intent. They are as follows:

- Value and respect others
- Radiate positivity
- Promote opportunities for all
- Demonstrate loyalty, trust and confidentiality
- Collaborate and inspire
- Foster team spirit
- Maintain a sense of humour
- Show empathy and understanding
- Listen, be open and honest
- Guide and support
- Resolve disputes sensitively
- Be motivational and encouraging to be the best

School Rationale

At Liscard Primary School, the rationale behind the Mental Health and Wellbeing approach for children and schools staff is clear. The rationale reflects the school context and the specific needs of the children. The Mental Health and Wellbeing approach reflects the school's aims and values and the school vision.

We ensure that the provision maps are updated and training is available for staff on specific areas of Mental Health and Wellbeing. The school will continue to celebrate World Mental Health day and Mental Health Awareness Week and complete activities around this time. We will provide further training on attachment, trauma and behaviour for all staff. There will also be training for parents available on attachment, trauma and behaviour (including self-harm).

All relevant staff, governors and parents are be aware of the rationale and aims through the reviewed policy. We have a named governor with responsibility for emotional well-being - Anna Dollard.

Whole School Approach

At Liscard Primary School, we are committed to develop a whole school approach to supporting children's mental health and wellbeing. The Senior Leadership Team (SLT) and Middle Leaders have completed the Mental Health First Aid training. All teaching staff have received training from the ADHD Foundation and Chester University on mental health and trauma and attachment in children. Mental health resources are available and can be accessed from the staff drive for when working with whole class and groups of children. We intend to continue to complete tasks and activities during World Mental Health Day and Mental Health Awareness Week to heighten the awareness amongst all children. We will continue to work closely with our family support workers. They provide resources and significant support to all families with need. They work with groups of children and 1:1 sessions to support children's needs. Staff are aware of how to refer families to them and can ask for resources to support children. We have two teaching assistants fully qualified in ELSA and they support children across school.

The Mental Health Support Team (MHST) attend school weekly to complete small group and 1:1 sessions with children and they continue to support families. The Children and Adolescent Mental Health Services (CAMHS) Advice, line number, My Mind/MHST information are shared with staff and parents via our social media platforms. The lunchtime nurture club is available for children who will benefit from quieter lunchtimes. Daily mindfulness lessons continue across school. We intend to complete the Wellbeing Award for Schools this academic year.

Ambassadors

We have appointed Mental Health and Well-Being Ambassadors in each class from Y1-Y6. Ambassadors received training from the MHST. Children attend regular meetings to share ideas and make plans for actions across school. Ambassadors lead by example and are the voice of their peers.

Staff Wellbeing

At Liscard Primary School we take the mental health and well-being of staff seriously. Regular staff meetings take place and staff share their thoughts confidentially. We will continue do what we can to ensure that staff wellbeing is a school priority particularly as a result of the Covid-19 pandemic.

Our Mental Health Intent statement places high value on excellent school practice and research evidence to inform the overarching principles above.

SAFEGUARDING

- Safeguarding children comes above everything else we do.
- All staff across the school have training annually with reminders throughout the year via email, staff meetings and inset days.
- All new staff have safeguarding training as part of their induction.
- All staff at the school recognise that safeguarding is everyone's responsibility, that they should have read and understood section one of Keeping Children Safe in Education 2021, that early intervention is key and that context matters.
- CPOMS is used to keep notes secure and maintains continuity with teams across the school
- A full safeguarding team including SLT, Special Educational Needs Coordinator (SENCO) and Family Support Workers

ATTENDANCE

- All staff have a role to play in ensuring each child attends school.
- We have a full time attendance officer who works together with external agencies to address and remove barriers to school attendance.
- We prioritise students who are classed as disadvantaged, LAC or SEN, however, we are passionate about providing the same support to all children, irrespective of background.
- We follow the protocols that are in place, acknowledging that each child and situation is different and adjusting as required.

BEHAVIOUR

- Good behaviour allows for teachers to teach and children to learn.
- We have a moral obligation to prepare young people for the rigours of work and life beyond education.
- We are here to educate the whole child, helping with their moral and personal development.
- We apply the protocols for each student, acknowledging that each child and situation is different and adjusting as required.
- We prioritise students who are classed as disadvantaged, LAC or SEN, however, we are passionate about providing the same support to all students, irrespective of background.
- We make reasonable adjustments for children with special educational needs or vulnerable children.
- We have a positive behaviour policy which encourages listening, encouraging and trusting
- We involve parents in supporting their child to improve their behaviour.

PASTORAL CARE/MENTAL HEALTH

- Pastoral support is driven by our moral purpose (see previous page).
- We have one full family support workers
- We do not give up on children and constantly look for ways to support them.
- Our interventions are directed by evidence-based practice.
- We work with numerous external agencies to support our children.
- We recognise that early intervention is vital.
- We involve parents as appropriate in the support which we put in place.
- Our interventions are assessed and evaluated using entry and exit questionnaires.
- The mental health of our students and staff is of the highest priority.