Mental Health and Wellbeing Strategy

The Department For Education states that:
Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. It is important that schools promote good mental wellbeing for all pupils… Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils (Mental Health and Behaviour in Schools, November 2018).

It is our commitment to the whole school community to promote and support positive mental health and emotional wellbeing.

The Vision

The St Giles' & St George's curriculum seeks to guide children on a personalised journey towards achievement, inspired by our Christian ethos and underpinned by our Gospel values. As a learning community, we are committed to ensuring that children are equipped with, skills and aspirations to reach their full potential in mind, body, heart and spirit, and our approach to mental health and wellbeing is an integral part of our curriculum offer.

Promoting and Protecting Emotional Wellbeing and Mental Health

Strategy

At St Giles' & St George's C of E academy we are committed to promoting and protecting the emotional wellbeing and mental health of our children, families and staff. We continually review our provisions for supporting the wellbeing and mental health of children, their families and staff. All staff have a good understanding of the different risk factors that can impact on adults or children's emotional wellbeing and mental health. Our vision and strategy will be shared with the school community via assemblies, lessons and our school website.

Positive Culture

We have created an awareness across the whole school community that emotional wellbeing and mental health are the responsibility of all, acknowledging the impact on academic performance and evaluating provisions to ensure that all children are given the tools to achieve their potential. As a school we promote ways of talking about and removing the stigma around mental health, this happens through: Jigsaw scheme of work, staff meetings and training, celebrating national events e.g. Hello Yellow, Anti-bullying week etc. recognising and supporting pupils to cope with their feelings, communication and support offered to parents and families.

Staff Emotional Wellbeing and Mental Health

As a school we actively promote staff emotional wellbeing and mental health, we have a Staff Wellbeing Policy and budget in place to fund resources that are required to support in this

area. We value our staff team and endeavour to reduce workload and provide support systems to promote positive emotional wellbeing and mental health. We are committed to ensuring staff have access to high-quality, ongoing professional development and information sharing through weekly staff meetings and briefings.

Networks

As a school we pride ourselves on recognising and understanding the different types of emotional and mental health needs across the school community. We have internal systems and external partnerships in place to support these. The Hive was set up following the Covid pandemic to support pupils in school who require support with their SEMH needs, led by an in-house ELSE and Nurture lead. Our school safeguarding and wellbeing team work together with a number of agencies to support our children and families through referral processes to ensure they receive appropriate support. As a school we will continue to signpost parents to appropriate online information, services and support.

Participation

It is important that our whole school community is involved in supporting emotional wellbeing and mental health. There are opportunities for pupils to meet and share their views: school council, STEM, Eco knights and wellbeing ambassador meetings. We will continue to work in partnership with parents/carers and respond to their views and needs regarding emotional wellbeing and mental health. We will appoint 'Wellbeing Champions' from across the whole-school community, including teachers, support staff, children, parents and Governors to help us carry out our strategy.

Partnerships

As a school we have identified and maintained links with appropriate local health, social care and community services: School nursing hub, SEND & Inclusion HUB, Entrust Behaviour Support, Early Help teams, GLOW, New Era, Saplings, Catch 22, AMBA Behaviour management for schools and the Lichfield Diocese. We have representatives who attend local mental health forums to share information and new learning, such as our SENCO who attends the Whole School SEND consortium. Our ELSA who attends regular supervision and seeks advice from other professionals. The Pastoral lead attends half termly mental health network meetings and our DSL for regular safeguarding updates. Our school informs and participates in local commissioning arrangements undertaken by the local authority and/or Clinical Commissioning Group, including our Educational psychologist, school nursing team and Speech and Language teams.

Accountability Framework for the Wellbeing Award

The following table provides an accountability framework, identifying the roles, responsibilities and reporting lines of all staff to ensure the integration of emotional wellbeing and mental health throughout the school and ensuring the successful completion of the Wellbeing Award.

Accountability Strategy

Role	Responsibility	Reporting
Directors	To provide leadership, governance and management support.	Ofsted, parents, community.
Governor: **Alex Nisbeck**	To champion on behalf of the governing body and to build links with the Change Team during the award process.	Governing body
Head teacher: **Catherine Pointon**	To provide strategic leadership, model positive behaviour and establish external links for the school.	Governing body
Senior Leadership Team: **Catherine Pointon** **Helen Booth** **Hannah Gray** **Gemma Barclay** **Nicola Jones**	To support the work of the Change Team and to actively model and promote the culture and vision across the school and in the school development plan.	Head Teacher, Governing Body
Change Team: **Helen Booth** **Hannah Gray** **Emma Alcock**	To implement the action plan, provide feedback across the school and ensure the evidence is available to complete the award. To act as reference points and provide leadership to students, staff and parents.	Head Teacher, SLT Lead, Governor Lead
Business Manager: **Michelle Elden**	To support the Change Team and the Senior Leadership Team in managing resources and budget implications	Head Teacher, SLT
Teaching Staff	To engage with the action plan objectives and to feedback and shape the implementation tasks.	Head Teacher, SLT
Teaching Assistants	To engage with the action plan objectives and to feedback and shape the implementation tasks.	Head Teacher, Line Manager
SENCO **Helen Booth**	To be on the Change Team and to ensure safeguarding, training	SLT, Change Team Lead

	and support systems for SEND students are integrated with the action plan and implementation of the award.	
Pastoral Lead **Hannah Gray**	To be on the Change Team, act as an expert resource for the school and to integrate with the action plan and drive/lead on the implementation of the award.	SLT, Change Team Lead
Support staff	To engage with training and development initiatives and contribute to communication to and feedback strategies.	Head Teacher
Wellbeing champions **Sally Heaps** **Melissa Ryder** **Heidi Snape** **Aime Hudson** **Dawn Pearce** **Natalie Bowers** **E Alcock** **A Adams**	To undertake training and responsibility for the continued support of staff and pupils and to promote the action plan objectives. Including leading and developing their own action plan to improve the overall progress of the action plan and award.	Change Team
Wellbeing ambassadors **Ava Webb (Y6)** **Stevie-Mae Winkle (Y6)** **Esme Plant (Y4)** **Prudence Powner (Y4)** **Ella Cavey (Y6)** **George Stephenson (4)**	Share ideas to improve wellbeing amongst pupils. Lead initiatives and act as ambassadors for the school.	