**Mental Health and Wellbeing Strategy**

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

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).*

**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 essential 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, Saplings, Catch 22, AMBA Behaviour management for schools. 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 and regularly liaises with Peter Pan nursery, Merryfields Special School and the Autism Outreach Team. 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 liaises with the local Educational psychologist, school nursing team and Speech and Language teams.