

“Nurturing a lifelong love of learning”

Chapel Allerton Primary School



Mental Health and Wellbeing Policy

September 2023

1. Why mental health and wellbeing is important

At Chapel Allerton Primary School, we aim to promote positive mental health and wellbeing for our whole school community and recognise mental health and emotional wellbeing is as important to our lives as physical health. We recognise that children's mental health is an important factor in their overall wellbeing and can affect their learning and achievements at school. During school years, children are faced with different emotional challenges, distress or traumas. Also, continuous access to media and societies heightened pressures are having a negative impact on young people's self-esteem. The latest data (March 2021) from the follow up report to the Mental Health and Young People Survey 2017 shows that 1 in 6 children aged 6 to 16 year old have a probable mental health need. This can have an enormous impact on daily interactions, relationships and academic achievement.

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

Our role in school is to help children manage times of change, difficulties and academic pressures so they can reach their potential or access help when they need it. It is vital that we teach children how to recognise and accept different emotions and their triggers. As a school, we are committed to providing a curriculum which will teach strategies' and mindfulness awareness. Chapel Allerton Primary School aims to help develop the protective factors which build resilience to mental health problems and to be a school where:

- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems and emotions without feeling any stigma.
- Positive mental health is promoted and valued.
- Children have the opportunity to share their opinions and views.
- Staff will value and respect the views of pupils and respond appropriately.
- Bullying is not tolerated and differences are celebrated.
- Children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

2. Purpose of the policy

This policy supports a whole school approach to promoting positive mental health by outlining:

- How we promote positive mental health.
- What strategies we can use to manage our mental health.
- How we identify and support children with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems
- Key information about some common mental health problems.
- Where parents, staff and children can get further advice and support.

3. Definition of mental health and wellbeing

We use Mind's definition of mental health and wellbeing:

"Mental health is not just the absence of mental disorder. It is defined as a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."

We want all children to:

- have a strong sense of self and their own identity
- be able to express a range of emotions appropriately and safely
- be able to make and maintain positive relationships with others
- manage times of difficulty and be able to deal with change
- learn and achieve their potential
- have an awareness of other pupils' feelings and how individuals' actions/behaviours can have an impact on the wellbeing of others

4. Why have we developed this policy?

This policy has been created to provide clear guidance to our school community on how we aim to educate, raise awareness and provide support on the importance of mental health and emotional wellbeing. Chapel Allerton Primary School are proud to have achieved externally validated MindMate Friendly and PSHE Friendly status in February 2023. To read our validation report please see appendix 3.

Our MindMate Lead is Mrs Mulherin and our PSHE Lead is Mrs Todd.



5. Links to other policies

This policy links to our policies on Safeguarding and Child Protection, Anti-Bullying, Special Educational Needs and Disabilities, Drug Education, and Smoke Free School. Links with the school's Behaviour and Relationships Policy are especially important because behaviour may be an outward display of an unmet mental health need.

6. Staff roles and responsibilities, including those with specific responsibility

We believe that all staff have a responsibility to promote positive mental health across the school environment. Staff should be aware that some children may require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and individual support. All staff understand about possible risk factors that might make some children more likely to experience mental health problems. These could be long-term illness, having a parent who has a mental health problem, death and loss, including family breakdown and bullying. All staff should understand and promote factors that protect children from adversity, such as self-esteem, open communication and problem-solving skills, a sense of worth and belonging and emotional literacy (*see appendix 2 on risk and protective factors*).

Our Leadership Team, Safeguarding and Welfare Officer, SEND Team, MindMate lead and PSHE lead will:

- Lead and work with staff to coordinate whole school activities to promote positive mental health and wellbeing.
- Lead on PSHE teaching about social and emotional mental health and wellbeing lessons.
- Provide advice and support to staff and organise training and updates.
- Be a point of contact with mental health services and make individual referrals to them.
- Provide support for working with children who have a disability or mental health need.
- Build strong working relationships with other support services and professionals (i.e cluster and MindMate).
- Effectively work with parents and carers.
- Support and train staff to develop their skills and their own resilience.

We recognise that many behaviours and emotional problems can be supported within the school environment or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

We also recognise the role that stigma can play in preventing understanding, awareness and open discussions about mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues through our teaching of the MindMate curriculum.

7. Supporting children's positive mental health

We believe that school has a key role in promoting pupil's positive mental health and helping to prevent mental health problems. We recognise that the demand for mental and emotional health support is growing and that this is placing increasing pressures on services. In September 2022 we were pleased to welcome Mrs Jheeta as school's Emotional Wellbeing Support Worker. Mrs Jheeta's role involves promoting positive mental health and offering 1:1 or group support to pupils from across school.

In addition to this, Chapel Allerton Primary School has developed a range of strategies and approaches including:

Pupil-led activities

- Restorative Practice buddy system - supporting younger children on the playground and in the classroom.
- School council – a group of elected children who act on suggestions of peers.
- Learning partners – children working in different pairs weekly in all lessons with the focus to build resilience in learning and any changes.
- Pupil questionnaires – an opportunity for pupils to share their thoughts and feelings about school with staff, senior leadership and governors.

Class activities

- Class voice boxes – an opportunity for all pupils to share their news, suggestions and worries; and to praise others for their achievements.
- MindMate Mondays, PHSE and RSE Lessons
- Circle times
- Growth mindset activities and challenges as a school

Whole school activities

- Campaigns and assemblies to raise awareness of mental health.
- Participation in national mental health awareness days, anti-bullying week etc.
- Displays and information around school about positive mental health and where to go for help and support.
- *Staff voice box* – an opportunity for all staff to share their news and suggestions and to praise others for their achievements.
- Access to mental health support for staff through Leeds City Council.

Other school activities

- Talk shop – weekly 1:1 or small group drop in sessions for KS2 pupils.

These activities also ensure all pupils feel valued and are provided with opportunities to voice their concerns or views. Staff dedicate time to feedback and discuss with pupils how their views or concerns have been heard, valued and impacted any changes in school.

External Support

Chapel Allerton Primary School is part of the 2gether cluster and therefore we are able to access the following services for our pupils and families;

- Family support
- Seasons for growth – a loss and grief education programme
- Emotional wellbeing support on a 1:1, small group or whole family basis.
- Domestic Violence support
- Counselling



Our school works closely with the MindMate Support Team who offer early emotional wellbeing support for children, and young people up to 19 years old in education settings across Leeds.



Our aim is to improve access to support for children and young people, to prevent any emotional wellbeing difficulties becoming harder to manage. We also work with staff in education settings to build cultures where wellbeing is prioritised by all. To help find out the best way of supporting children and young people, we ask to meet with someone that supports them in education for an initial 'consultation'.

Please speak to a member of our Safeguarding or SEND Team if you would like to discuss accessing support from the above services.

Teaching about mental health and emotional wellbeing

Through PSHE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems. For more information, please view the MindMate curriculum on each year group's long term plan, which can be found on the school's website.

www.chapelallertonprimary.co.uk

8. Recognising the importance of staff wellbeing

Chapel Allerton Primary School recognise the importance of positive staff wellbeing and mental health. Being aware of staff wellbeing is important and enables staff to work in a happy and supportive environment. It is important to support staff to recognise and reflect on their own mental health. As a school, we ensure a work life balance and provide time out of class for teachers and staff to complete additional teacher responsibilities (e.g. writing reports, TLR planning and assessments and parents evening preparations). Staff wellbeing surveys will be given to staff during each academic year. Staff are encouraged to report any concerns they have about work affecting their mental and emotional health. The feedback and concerns will be passed onto the Senior Leadership Team to act on to support the school staff team. Phase leaders/line managers will ensure that they are available for staff to discuss or raise any concerns regarding their wellbeing. Support is also available from our **staff Mental Health First Aider, Mrs Jheeta**.

9. Identifying, referring and supporting children with mental health needs

All staff at Chapel Allerton Primary School are committed to providing a safe and nurturing environment which allows pupils to express themselves and be listened to. The safety and welfare of pupils is paramount and we aim to identify appropriate support for children based on their needs. It is important to us that we inform and involve parents and carers if their child is identified to have support needs.

We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways, including:

- Analysing behaviour, attendance and sanctions.
- Staff report concerns about individual children to the relevant leads.
- Voice boxes in each class provides an opportunity for children to share their worries. Voice boxes are checked by the class teachers each Friday morning and concerns are responded to as necessary.
- Pupil Progress Review meetings termly.
- Teachers making themselves available to talk to parents and carers about any concerns they have about their child/ren.
- Regular staff meetings for staff to raise concerns.
- Gathering information from a previous school at transfer.
- Parental meetings.
- Enabling children to raise concerns to any member of staff.

All staff at Chapel Allerton Primary School will undertake training on the protective and risk factors, types of mental health needs and signs that might mean a pupil is experiencing mental health problems.

Any member of staff concerned about a pupil will take this seriously and talk to their phase leaders or designated safeguarding staff.

Signs might include:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- Identified unhealthy relationships.
- An increase in lateness or being absent from school.
- Not wanting to do PE or get changed for PE. Any marks identified whilst getting changed for PE will be responded to in accordance with school's Safeguarding and Child Protection Policy.
- Wearing long sleeves in hot weather.
- Drug or alcohol misuse.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

Young Carers

Chapel Allerton Primary School are aware that young carers can be difficult to identify and they may actively try to conceal their caring role from teachers, pastoral staff and peers for fear of bullying or outside interference in their families. The warning signs below could be indicators of another problem. However, staff noticing these signs should consider asking the pupil if they are helping to look after someone at home.

- Regular or increased lateness or absence
- Concentration problems, anxiety, tiredness
- Under-achievement and late or incomplete homework: may be a sudden unexplained drop in attainment
- Few or no peer friendships; conversely the pupil may get on well with adults and present as very mature for their age
- Victim of bullying, sometimes explicitly linked to a family member's disability, health or substance misuse problem
- Behavioural problems, sometimes the result of anger or frustration expressed inappropriately
- Unable to attend extra-curricular activities
- Difficulties in engaging parents; parents not attending parents' evenings

Bereavement

Chapel Allerton Primary School are aware that death, grief, and bereavement has a significant impact on a person's mental health and wellbeing. As well as personal bereavements, sometimes the entire school community is impacted by the death of a member of staff or a pupil. We aim to ensure that all staff, pupils, and families are appropriately supported during these difficult times. To support us in achieving this we aim to set out a Bereavement Policy within the coming months. If

you would like to further discuss a bereavement with school, please do not hesitate to contact Mr Sykes, Mrs Pinder or Miss Lister.

Behaviour concerns

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development. If there is a concern that a pupil is in danger of immediate harm then the school's child protection procedures are followed. If there is a medical emergency then the school's procedures for medical emergencies are followed.

10. Disclosures by children and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen and report these concerns in line with our school's safeguarding and child protection policy to provide appropriate support to the pupil. All disclosures are recorded and held in the pupil's confidential file.

11. Assessment, Interventions and Support

Any concerns raised by a pupil are assessed to ensure appropriate interventions and support are offered to the pupil. The type of intervention and support provided will be decided in consultation with key members of staff, parents/carers and pupils. Our aim is to put in place interventions as early as possible to prevent problems escalating. All pupils needing targeted individualised support will have a plan drawn up setting out:

- The needs of the pupil
- How the pupil will be supported
- Actions to be taken to provide that support
- Any special requirements, such as individual pupil risk assessments.

12. Monitoring and Evaluation

This policy has been developed in consultation with staff, parents and governors. The policy can be found on the school website and hard copies are available at the school office. Our MindMate lead, other staff responsible for SEMH and governors will monitor this policy annually.

We plan to share this policy with pupils by creating a pupil-friendly Mental Health and Wellbeing Policy in the near future.

Appendix 1

Protective and Risk factors

	Risk Factors	Protective Factors
In the Child	<ul style="list-style-type: none"> <input type="checkbox"/> Genetic influences <input type="checkbox"/> Specific development delay <input type="checkbox"/> Communication difficulties <input type="checkbox"/> Physical illness <input type="checkbox"/> Academic failure <input type="checkbox"/> Low self-esteem <input type="checkbox"/> SEND <input type="checkbox"/> Young Carer 	<ul style="list-style-type: none"> <input type="checkbox"/> Secure attachment experience <input type="checkbox"/> Outgoing temperament as an infant <input type="checkbox"/> Good communication skills, sociability <input type="checkbox"/> Being a planner and having a belief in control <input type="checkbox"/> Humour <input type="checkbox"/> Problem solving skills and a positive attitude <input type="checkbox"/> Experiences of success and achievement <input type="checkbox"/> Faith or spirituality <input type="checkbox"/> Capacity to reflect
In the Family	<ul style="list-style-type: none"> <input type="checkbox"/> Overt parental conflict including domestic violence <input type="checkbox"/> Family breakdown (including where children are taken into care or adopted) <input type="checkbox"/> Inconsistent or unclear discipline <input type="checkbox"/> Hostile and rejecting relationships <input type="checkbox"/> Failure to adapt to a child's changing needs <input type="checkbox"/> Physical, sexual, emotional abuse or neglect <input type="checkbox"/> Parental psychiatric illness <input type="checkbox"/> Parental criminality, alcoholism or personality disorder <input type="checkbox"/> Death and loss – including loss of friendship 	<ul style="list-style-type: none"> <input type="checkbox"/> At least one good parent-child relationship (or one supportive adult) <input type="checkbox"/> Affection <input type="checkbox"/> Clear, consistent discipline <input type="checkbox"/> Support for education <input type="checkbox"/> Supportive long term relationship or the absence of severe discord
In the School	<ul style="list-style-type: none"> <input type="checkbox"/> Bullying <input type="checkbox"/> Discrimination including discrimination based on: age, 	<ul style="list-style-type: none"> <input type="checkbox"/> Clear policies on behaviour and bullying

Chapel Allerton Primary School Mental Health and Wellbeing Policy

	<p>sex, disability, sexual orientation, gender reassignment, race, religion or belief.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Breakdown in or lack of positive friendships <input type="checkbox"/> Negative peer influences <input type="checkbox"/> Peer pressure <input type="checkbox"/> Poor pupil to teacher relationships 	<ul style="list-style-type: none"> <input type="checkbox"/> 'Open door' policy for children to raise problems <input type="checkbox"/> A whole-school approach to promoting good mental health <input type="checkbox"/> Positive classroom management <input type="checkbox"/> A sense of belonging <input type="checkbox"/> Positive peer influences
<p>In the Community</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Socio-economic disadvantage <input type="checkbox"/> Homelessness <input type="checkbox"/> Disaster, accidents, war or other overwhelming events <input type="checkbox"/> Discrimination <input type="checkbox"/> Other significant life events 	<ul style="list-style-type: none"> <input type="checkbox"/> Wider supportive network <input type="checkbox"/> Good housing <input type="checkbox"/> High standard of living <input type="checkbox"/> High morale school with positive policies for behaviour, attitudes and anti-bullying <input type="checkbox"/> Opportunities for valued social roles <input type="checkbox"/> Range of sport/leisure activities

Appendix 2

Where to get information and support

For support on specific mental health needs:

Anxiety UK www.anxietyuk.org.uk

OCD UK www.ocduk.org

Depression Alliance www.depressoinalliance.org

Eating Disorders www.b-eat.co.uk and www.inourhands.com

National Self-Harm Network www.nshn.co.uk www.selfharm.co.uk

Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

Child Bereavement UK – www.childbereavement.org.uk

Young Carers - [Young carers | Action For Children](#)

For general information and support:

www.mindmate.org.uk MindMate

www.nhs.uk/oneyou/every-mind-matters/ Every Mind Matters

www.youngminds.org.uk champions young people's mental health and wellbeing

www.mind.org.uk advice and support on mental health problems

www.minded.org.uk (e-learning)

www.time-to-change.org.uk tackles the stigma of mental health

www.rethink.org challenges attitudes towards mental health

www.nspcc.org.uk NSPCC

www.giveusashout.org/ Shout for support in a crisis

oursaferschools.co.uk/ Safer Schools

www.carersuk.org/ Carers UK

www.youthaccess.org.uk/ Youth Access

www.barnardos.org.uk/ Barnardos

Appendix 3

Chapel Allerton Primary School

Assessment date: Tuesday 7th February 2023

Assessor: Sheryll Carter

Outcome: Your commitment to the investment in Social, Emotional and Mental Health (SEMH) and Personal, Social, Health and Economic Education (PSHE) means that you have achieved externally validated MindMate Friendly Status and PSHE Friendly Status.

Information about the assessment process

- The school self-evaluated Personal, Social & Health and Economic (PSHE) Education and Social Emotional & Mental Health (SEMH), using the School Health Check prior to the external validation visit. The school judged themselves in each area using descriptors aligned with Ofsted.
- The assessor interviewed groups of pupils, parents, staff and senior leaders.
- Relevant paperwork was presented as stated in the agreed list of documentation.

The school has the following strengths:

General:

- At the heart of Chapel Allerton Primary is a drive to ensure that all members of the school community feel heard, valued and cared for.
- The head teacher's strong and committed belief in developing the whole child is one that is shared with all staff. This is evident through all aspects of the school and everyone I met shared passionately how they contribute to this.
- Inclusion is a foundation which each element of school life is built around and staff, parents and pupils could identify what this looks like in practice. For example, staff work hard to reduce barriers to participation whether that is as a result of a learning or emotional need or family financial restraints, children learn about different SEND needs, story books and resources are inclusive, a range of different festivals are celebrated and there are many opportunities within the whole school curriculum to learn about diversity, equality and the importance of respecting and celebrating difference.
- There is a whole school approach to health and wellbeing which forms an integral part of the School Development plan. This allows staff to have a clear understanding of their roles and responsibilities and how collectively they prepare pupils for life beyond Chapel Allerton
- Staff have worked hard to create an environment that is calm and nurturing. Everyone is warm and welcoming.
- A great deal of care and attention has been put into ensuring that spaces, both inside and outside, are exceptionally well presented and fit for purpose. This creates a sense of pride, belonging and safety.
- There is a drive to enhance outdoor learning. The existing geodome and Wellbeing Space are really impressive and the further plans to develop the outdoor space will provide a

wealth of opportunities for pupils.

- All pupils demonstrated how proud they are to belong to the school community and went to great lengths to act as ambassadors for the school, clearly valuing the effect of the input they have received. They are happy, confident, engaged and polite.
- Pupil voice plays an important role in the life of school. Pupil surveys and the many roles of responsibility, such as Green Team, Play Leaders and School Council, allow pupils to feel valued and listened to.
- The school work closely with families and strong relationships have been established. Staff are visible to parents each day and have an open-door policy. Parents commented on the excellent communication from school and the accessibility to staff, when needed.
- The school has an informative website which encompasses all relevant information and policies and is highly reflective of the school itself.

Personal, Social, Health and Economic (PSHE) Education:

- PSHE has an excellent profile in the school and is led by a strong and supportive team. The PSHE coordinator is passionate about her role and is committed to lead, improve and prepare pupils for the future.
- PSHE has designated time within the curriculum and is woven throughout the wider curriculum, which includes work on British Values, Spiritual, Moral, Social and Cultural development. This provides pupils with the opportunity to apply their learning across a range of subjects as well as situations beyond the classroom.
- The curriculum has recently been adapted to ensure that the statutory guidance for RSHE is implemented and key safeguarding issues are covered.
- The curriculum is enhanced through assemblies and focus weeks such as Anti-bullying Week and Children's Mental Health Week.
- The school is responsive to the needs of pupils and their families. The school completes the My Health, My School survey and uses the data to inform practice and planning.
- Clear and consistent assessment procedures are in place. All classes use the pre and post assessments.
- There is a strong commitment to CPD for the whole staff. As a result of effective CPD, staff are confident to teach and lead discussions on a range of sensitive issues.
- Pupils clearly enjoy and recognise the importance of PSHE and could describe what they learn and how it helps them in their daily lives and how it will help them in the future.
- Pupils showed an excellent understand of healthy relationships and how to stay safe online.
- Teaching and learning in PSHE are effectively monitored and evaluated through pupil interviews, book scrutiny and learning walks.
- There is a detailed RSE policy in place following consultation with parents and staff.
- There is great trust between school and the parents. School is transparent about the content of the curriculum and is open to questions from parents.

Social, emotional and mental health (SEMH):

- SEMH is woven throughout all policies and practices and is a fundamental part of school life. There is a whole school approach and staff are fully committed to ensuring the very best support is available to pupils.
- Leadership of this subject is very strong and well managed by a passionate and

experienced team.

- Restorative practice is well embedded and supports pupils to resolve issues independently. Should they need support, pupils are fully aware of the Emotional Wellbeing and the safeguarding lead's roles but also said that they feel that they can approach any member of staff if they need support. Talk boxes are also available.
- MindMate lessons are well embedded and pupils talk very highly of these. They are incorporated into MindMate Monday's which take place on the first day of each half term. This is a fantastic way for pupils to settle back into school after each school holiday. Additional activities enhance the learning from the lessons and the afternoon finishes with an assembly where classes share what they have been learning about.
- Pupils have an excellent understanding of the importance of talking about their feelings and have many opportunities to do so. Staff act as role models and have created an atmosphere where pupils feel safe and comfortable to talk about their emotions, as a result there is no stigma around mental health.
- There are clear pathways and procedures in relation to supporting emotional health and wellbeing in school. SEMH needs are monitored as closely as academic progress. They are regularly discussed with the wellbeing team to ensure pupils receive the appropriate support. This approach means provision for all pupils is very needs-led and interventions are meaningful.
- Ozzy and Daisy, the therapy dogs, are fantastic additions to the team and are having a very positive impact on those children who work with them.
- There is a consistent whole school approach to behaviour, using a positive behaviour management system, which is understood by all. The behaviour of pupils is excellent.
- Children spoken to knew what constitutes bullying and what to do if they are bullied or see it happen. They stated that bullying is not an issue and that any situations are resolved immediately if they occur. There is a great deal of trust in the staff.
- The introduction of an Emotional Wellbeing lead demonstrates the school's commitment to health and wellbeing. She is held in very high regard by all members of the school community, who feel she is making a very positive impact.
- The MindMate support team provide valuable support to the whole school community through assemblies, MindMate lessons, parent sessions and staff training.
- Staff wellbeing is a high priority and staff feel cared for and appreciated. There is a strong and nurturing team ethos where staff support each other well, with commitment for wellbeing coming from the top. As a result, staff have a strong connection to the school and each other and work hard.

Areas for development

- To consider creating a personal development section on the school website

Quotes from the assessment visit

Pupils:

"Restorative practice helps us to learn how to fix problems ourselves."

"We haven't had any problems in Year 6."

"It's fun to learn about how to handle your feelings."

“The teachers are really kind and there’s always someone that you can go to.”

“You can go and tell Mrs Jheeta anything.”

“We have a calm corner with squishy toys which really helps me.”

“Bullying isn’t a problem in our school, but the teachers would sort it out if it was.”

“We do lots of things to celebrate differences like Black History month, Children’s Mental Health Week and India day.

“We vote for School Council and Green Team which is an example of democracy.”

Staff:

“The children are able to identify how they apply knowledge and skills to different situations. For example, pupils explained that they were able to work as a team based on the work they’d done around ...

“This is such a lovely place to work that people don’t leave!”

“Staff work really well together as a team and are all fully on board”

“We all care deeply about the children and want them to succeed.”

“Children can talk about mental health securely and confidently. We have developed a culture where it’s ok to talk about your feelings.”

“We have a whole school approach to wellbeing which is clear and consistent and underpinning this is our work with parents.”

“With Mrs Jheeta’s role we are able to respond to concerns quickly. We identify need and build support around that.”

“The children know that they can trust us which is really important. If they’re not happy then they can’t learn.”

“We have the freedom to think outside the box which makes us feel trusted as staff.”

“We are so inclusive; everyone is equal and everyone is valued.”

Parents:

“The teachers know the children really well and go above and beyond for them.”

“The school create space for children to be able to validate their feelings.”

“The staff support me as well as my son.”

“The children are really accepting of each other to the point where they don’t notice differences.”

“The teachers are really responsive to needs and act quickly to support the children.”

“There is always someone that you can speak to. Communication is really good.”

“As a working parent, I really appreciate the communication via Class Dojo.”

“The support my child has receives from Mrs Jheeta has really helped them to build in confidence.”

“I love this school! The children are so happy here.”

Thank you for taking the time to be a part of the assessment process and for making me feel so welcome on the day. I look forward to continuing working with you and supporting your future Healthy Schools work.

Kind regards

Sheryll Carter

Healthy Schools Advisor, Health and Wellbeing Service