

Cranford Park Academy
Mental Health and Wellbeing Policy
2022-2023

At Cranford Park Academy we believe every member of our community should have three fundamental rights - to learn, to be safe and to be respected.

Introduction

It is important to us at Cranford Park Academy that together we work to achieve our three rights through promoting positive mental health and wellbeing, not just for pupils, but the staff and wider school community, too.

Our Rationale

- Good mental health and wellbeing raises school success and improvement, as members of the school community;
- Add positivity to teaching and learning; thus raising standards
- Promote social inclusion
- Improve attendance
- Improve behaviour
- Feel happier, more confident and motivated

Our Aims

- ★ A happy, cohesive community who are motivated and therefore take more from their school experience
- ★ Children who are fully engaged in the learning process
- ★ Children who want to achieve and better themselves
- ★ Teachers who are effective practitioners
- ★ Parents, carers and the wider community happy to be involved in school life and learning
- ★ Children who are confident, engaged and keen to attend school
- ★ Children who feel they have a say in what happens at school, ultimately feeling safe and respected (our school rights)
- ★ Bullying is virtually non-existent and any behaviours are challenged when seen
- ★ Positive morale in staff, low staff turnover, positive relationships with pupils and each other

How we will do this at Cranford Park Academy

As a school, we provide a range different strategies to both children and staff which promotes good mental health and wellbeing:

Children:

- ★ Mental Health First Aiders, **Lorna Mitchell, Margaret O'Donovan & Livia Coutinho**
- ★ School Family Support Worker, **Margaret O'Donovan**, for children (& families) to access.
- ★ Access to the Emotion & Behaviour Support Lead, **Luke Simcock**.
- ★ Access to school counsellor, **Livia Couthino**.
- ★ An established safeguarding team with staff from all over the school in place to support children where needed.
- ★ Academic mentoring through sports.
- ★ Support where necessary from external agencies; i.e. Behaviour Support

- ★ Pupil representatives e.g. school councillors, well-being Ambassadors, who monitor their peers' wellbeing and liaising with staff to improve mental health and well-being
- ★ Transition events/programmes such as 'moving up days' for all classes, including Y6 & access to a transition programme.
- ★ Well-Being off curriculum days to encourage positive mental health & well-being
- ★ Supporting World Mental Health Day & Children's Mental Health week
- ★ JIGSAW PSHE curriculum that teaches children and young people emotional literacy, social- and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner.
- ★ A range of clubs that children can attend and engages in, e.g. Be Active sports, in house sports clubs, debate, drama and storytelling clubs for all ages.
- ★ Staff are trained in how to support children with their mental health & well-being.
- ★ Classrooms have either worry fairy handprints in EYFS, Worry Bunnies in KS1 or 'Things I wish my teacher knew' boxes in KS2 for children who struggle to articulate themselves verbally.
- ★ We work closely with external organisations to support children in a variety of ways, e.g. Harlington Hospice Art Therapy for Bereavement, CAMHS, Hillingdon Targeted Programmes.
- ★ Hygienic toilets ensuring privacy and safety
- ★ Pupil voice completed with children about how best we can support mental health and well-being.
- ★ Well-being Group - staff from across school meet to think of ways in which to support children with mental health and well-being.
- ★ British Values – empowering tolerance, respect, diversity
- ★ High profile of anti-bullying taught through our PSHE curriculum, events and assemblies
- ★ Ensuring our classrooms are safe, stimulating environments with clear rules and routines
- ★ Recognising a range of learning styles and non-academic strengths
- ★ A balanced curriculum with opportunities for a range of learning styles
- ★ A range of teams and events that children can be involved in.
- ★ Celebrating different faiths and cultural events, e.g. Prayer room
- ★ Use of CPOMs to record & monitor children and their well-being.
- ★ The creation of a well-being and reflection space in a well-being garden on the playground.

Parents & Carers:

- ★ Admissions meetings when children first join the school
- ★ School Family Support Worker, **Margaret O'Donovan**, for families to access.
- ★ Support where needed to refer to external agencies.
- ★ Access to coffee mornings organised by the school family support worker.
- ★ Parent Open Evenings
- ★ App & website used as spaces to share information.
- ★ Regular communication regarding pupil progress, behaviour and any pastoral issues
- ★ Opportunities for parents and children to be involved in extracurricular activities together, e.g. Building Brilliance Together & How to Help meetings
- ★ School events for parents or carers to attend with their children
- ★ A diverse staff population that can support our ever-growing multi-cultural community in a range of ways
- ★ Care packages for our most vulnerable families
- ★ Access to food bank vouchers for families that are struggling financially.

Staff

- ★ Senior Mental Health Lead in school - **Lorna Mitchell, Deputy Principal.**
- ★ Mental Health First Aiders, **Lorna Mitchell, Margaret O'Donovan & Livia Coutinho**

- ★ School Family Support Worker, **Margaret O'Donovan**, for staff to access if needed.
- ★ Hygienic toilets for safety and privacy
- ★ Mental Wellbeing training for all staff
- ★ A staff well-being 'Things I want someone to know' box that staff can confidentially place their ideas, suggestions, worries or concerns into.
- ★ Access to appropriate external training including in-house training and National college training
- ★ Education Network support service in place for staff if they wish to utilise
- ★ Staff from all walks of school life to form part of the Well-being Group at school
- ★ Support from Governors
- ★ Staff involved in decision making and proposed changes at regular staff meetings.
- ★ Well-Being focus in management meetings to be disseminated to all staff through leaders
- ★ Regular review of policies & documents to support reducing workload, e.g. Feedforward & Marking policy, new report format.
- ★ PPA from home offered once a term
- ★ Staff Shout out boards where staff are recognised for contributions to school life
- ★ 'You've been mugged' mugs - anonymous rewards given to members of staff filled with treats.
- ★ JIGSAW PSHE curriculum which provides all teaching resources, alleviating pressure & helping teachers confidently teach a mental health & well-being curriculum.
- ★ Consultation on support and training needs through regular review
- ★ Regular evaluations of staff CPD
- ★ Time given to planning in year teams and curriculum teams
- ★ Time given to input data and assessments on Insight.
- ★ Year Team Leaders well-being check ins for staff at team meetings.
- ★ Inclusion of a well-being element as part of staff appraisal.
- ★ Open door policy of leaders for all staff
- ★ Staff events, special gatherings when members of staff leave.
- ★ Well-being surveys with staff to see what is going well and suggestions for improvement.
- ★ Staff trained and able to use CPOMs to record & monitor children and their well-being.

Identifying needs and warning signs in the school community

All of our staff will be trained in how to recognise warning signs of common mental health problems. This means that they will be able to offer help and support those who need it, when they need it.

These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns with the Senior Mental Health Lead/Designated Safeguarding Lead, **Lorna Mitchell** as appropriate.

Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm.
- Changes in eating and sleeping habits.
- Increased isolation from friends and family and becoming socially withdrawn.
- Changes in mood.
- Talking and/or joking about self-harm and/or suicide.
- Drug and alcohol abuse.
- Feelings of failure, uselessness, and loss of hope.
- Negative behaviour patterns, e.g. disruption.

Staff will also be able to identify a range of issues, including:

- Attendance and absenteeism.

- Punctuality and lateness.
- Changes in educational attainment and attitude towards education.
- Family and relationship problems.

Finally, staff will be well placed to identify any additional needs arising from difficulties that may impact on someone's mental health and wellbeing, such as bereavement and health difficulties.

Roles and Responsibilities

At Cranford Park Academy, the whole of school staff and Governors are responsible for promoting positive mental health and wellbeing. The Principal, Senior Leadership team, Designated Safeguarding Lead & Senior Mental Health Lead and PSHE subject leader will demonstrate the importance of this policy, ensure all staff are aware and understand their responsibilities and rights in relation to it.

The Academy Council has adopted this policy and will assess and monitor its impact annually. Staff will be expected to know their responsibilities and their role in the policy's implementation, informing their children of how the policy applies to them and their rights as a child of Cranford Park Academy.

Monitoring and Review

Lorna Mitchell & Sarah Evans to review annually, or as appropriate.

Created March 2023

To be reviewed March 2024