

The Vision for Emotional Wellbeing in Peartree Spring Primary School

The plan for Peartree Spring Primary

What success will look like:

Implementation of this strategy will enable pupils, staff and parents to 'thrive' by:

- Enabling people to become emotionally healthy, confident and resilient*
- Reducing risk taking behaviour and minimising harm*
- Giving people the knowledge and skills to seek out support*
- Offering a structured PSHE programme*

Implementation of this strategy will support pupils, staff and parents to 'cope' by:

- Offering a range of self-help materials and signposting to services, as needed*
- Promoting a safe, nurturing environment and positive behaviours*
- Offering one-off / short term support from pastoral staff*
- Offering a structured PSHE programme and utilising training and programmes offered in Hertfordshire*

Implementation of this strategy will support pupils, staff and parents to 'get help' by:

- Providing access to in-setting support, such as school nursing and in-house therapeutic support*
- Signposting staff and parents to services as appropriate, referring staff to counselling / therapy services as appropriate*

Implementation of this strategy will support pupils to 'get more help' and / or 'get risk support' by:

- Supporting pupils to access specialist services as required*
- Supporting pupils to reintegrate into their settings population after times of illness / attendance at alternative educational provision*
- Having clear referral pathways with specialist services*
- Having clear safeguarding and recording procedures in place and having effective systems for liaising with Healthy YoungMinds, School Nursing, other specialist services, pupils and parents.*



The eight principles identified for wellbeing by Public Health England

Objective 1. To provide a setting which enables its pupils, parents and staff to 'thrive'

Meeting this objective will: enable Peartree Springs community to become emotionally healthy, confident and resilient; it will reduce risk taking behaviour and minimise harm; it will give Peartree Springs community the knowledge and skills to seek out support and as part of this, Peartree Spring will offer a structured PSHE programme and place stakeholder wellbeing as a high priority.

Key Areas for Peartree Spring to Address

Leadership and management

The Senior Leadership Team (including the SENCO) provides visible senior leadership for emotional health and wellbeing.

Staff Development and Wellbeing

To ensure staff are supported in relation to their own health and wellbeing and are able to support student wellbeing.

Ethos and environment

To ensure that Peartree Springs culture promotes respect and diversity - there is an emphasis on joint values, fair process and meeting the needs of all.

Curriculum and teaching

To ensure that focus is given within the curriculum to social and emotional learning and promoting personal resilience and learning is adequately assessed.

Student voice

To ensure that all students have the opportunity to express their views, are heard and can influence decision-making.

Identifying Need and Monitoring Impact

To ensure we are assessing the needs of students and the impact of interventions to improve wellbeing.

Working with Parents and Carers

To ensure that we are working in partnership with parents and carers to promote emotional health and wellbeing.

Targeted Support and Referral

To ensure timely and effective identification of students and staff who would benefit from targeted support and makes appropriate referrals to support services.

Objective 2. To provide a setting which enables its pupils, parents and staff to 'cope'

Meeting this objective will: enable Peartree Springs community to cope by: offering a range of self-help materials and signposting to services as needed; promoting a safe, nurturing environment and positive behaviours; offering one-off / short term support from pastoral staff and offering a structured PSHE programme.

Key Areas for Peartree Spring to Address

Knowing your community

To regularly monitor the number and progress of pupils who are part of a vulnerable group – such as Free School Meal / Pupil Premium children, young carers, Looked After Children, young people with an EHC plan etc.

To monitor children and young people with Special Educational Needs and / or Disabilities at SEN support or with a Statement / EHC plan.

To use tools such as: the Strengths and difficulties questionnaire, Motional or My Start to measure wellbeing.

Support across the setting to support positive mental health and wellbeing

Peartree Spring will use restorative and therapeutic approaches as part of the behaviour management: Steps training, use of Circle Time etc.

At Peartree Spring positive mental health and wellbeing are on-going priorities on the School Development Plan.

Peartree Spring will deliver wellbeing programmes such as Penn Resilience, Protective Behaviours and Bright Stars to help pupils

Peartree Spring will send appropriate staff to PSHE / Wellbeing/ Safeguarding/ CLA/ FSW network meetings/ conferences or update meetings

Emotional Wellbeing Leads

At Peartree Spring all staff are made aware of the staff in the Pastoral Support Team.

At Peartree Spring all staff – including mid-day assistants and other part time staff are made aware of the Wellbeing and Safeguarding leads are?

The members of the Pastoral Support Team make themselves available as Emotionally Available Adults to pupils, staff and parents/carers.

Support for Parents and Carers

At Peartree Spring the Family Support Workers are trained to deliver an extensive range of support programmes such as The Nurturing programme and Families Feeling Safe.

Parenting courses or other forms of support are provided on-site and Family Support Workers can signpost parents and carers to support being run at other venues.

At Peartree Spring we promote support available via whole school and targeted emails.

Support for Staff

At Peartree Spring we hold termly wellbeing events – end of term ‘staff dos

Weekly Yoga sessions are available onsite for any member of staff.

At Peartree Spring any member of staff can be supported by the FSW, this support remains confidential.

Peartree Spring buys into a service which provides support services including counselling.

Information about charities that offer free support to school staff is sent to all staff and flyers are placed in the staffroom.

There is a wellbeing board in the staffroom is used to make staff aware of the support available.

Self Help and Signposting

Worry boxes in the classrooms

Childline/NSPCC visits

Coffee Mornings

Parent Support groups

HAFALS courses – parents/children

SEND parent courses

Bright Stars

Spot The Signs and Save a Life (Wellbeing Signposting Guide for young people)

Objective 3. To provide a setting which enables its pupils, parents and staff to ‘get help’

Meeting this objective will: enable Peartree Springs community to ‘get help’ by: providing access to in-house support, such as Family Support Workers and Pastoral support TA; referring pupils to specialist services such as the school nurse or GP and by signposting staff and parents to services as appropriate.

Key Areas for Peartree Spring to Address

At Peartree Spring we will have clear referral procedures to enable pupils, parents / carers and staff to get access to help in a timely manner.

Where there is more than one identified need for a child or family, best practice would be to carry out an Early Help Module, which is a multi-agency assessment and will lead to a plan being developed that can be jointly implemented and reviewed.

Statutory and Local Authority Traded Services

The Emotional Wellbeing lead / team should ensure that those in need of additional support are referred on / supported to access evidence-based help in a timely manner and with high regard to relevant safeguarding procedures and national guidance.

Commissioning Services

At Peartree Spring FSW will try different avenues to access funding for traded service such as Home Help.

Support for Staff

Where school staff are in need of support, they should be aware of what resources are available to them, both within school and from outside agencies. Staff are supported to use these services with the support of colleagues and confidentially.

Support for Parents

The FSWs will use their extensive knowledge to signpost parents to the most appropriate support and will stay in touch to monitor the progress of the support.

Measuring Impact

At Peartree Spring FSW monitor and report on their work with pupils and parents and will provide an annual analysis of their cases. We will use the Strengths and difficulties questionnaire, Motional or My Start to measure the impact of any initiatives and services in place within the school.

Safeguarding

Safeguarding remains paramount when working with vulnerable children and adults. Peartree Spring will take reasonable and measured steps when engaging outside services to ensure they meet the highest safeguarding and appropriate recruitment standards. All external support will be made aware of the schools Safeguarding procedures when they sign in at the Main Office.

Objective 4. To provide a setting which enables its pupils to 'get more help' and 'get risk support'

Meeting this objective will: enable Peartree Spring pupils to get more help and risk support by: supporting pupils to access specialist services as required, supporting pupils to reintegrate into our community after times of illness / attendance at alternative provision; by having clear referral pathways which all staff understand;

having clear safeguarding and recording procedures in place and having effective systems in place for liaising with specialist services and pupils and parents

Key Areas for Peartree Spring to Address

When a pupils needs are more need more complex, or they are in crisis, Peartree Spring will support their pupils/ staff to access intensive support and can:

- Provide support systems that help people to stay well, identify triggers early and intervene rapidly to avoid a new crisis episode.
- Liaise with other professionals and colleagues to manage pupils' reintegration following a crisis episode.
- Assist those who are unable to benefit from evidence-based treatment but remain a significant concern or risk / routinely go into crisis to be as well supported as possible

Where there is more than one identified need for a child or family, Peartree Spring will complete an Early Help Module in order to have a multi-agency plan in place to provide support and to identify the most appropriate lead for the support.

Where pupils are in need of risk - or crisis - support, Peartree Spring will follow our safeguarding protocols and seek advice and or make urgent referrals for specialist support. We will keep a record of concerns and actions on CPOMS.

Joined Up Working

Whether support is in-school or off-site, joined-up working is essential. Once referral to an outside agency has taken place Peartree Springs DSL/DSPs will stay in close contact so they are aware of any therapy the young person is receiving, their medication, and can obtain advice on how best to continue to work with the young person in school and provide appropriate information to the agency.

Teaching

Pupils with greater mental health difficulties will be taught the same core skills as their peers, but in more targeted ways. They may benefit from working in a small therapeutic group on a particular skill or theme.

Special Educational Needs

Persistent mental health difficulties may lead to pupils having significantly greater difficulty in learning than their peers. At Peartree Spring, when Quality First Teaching is not enough, the class teacher will be given support and advice from the SENCo and external advisory teachers, where appropriate, to develop more personalised support.