

## Shireland Collegiate Academy Trust Mental Health and Wellbeing Offer- Primary Based

### Universal-

**To meet the needs of all our pupils through our overall ethos and our wider curriculum.**

As part of our wider wellbeing approach, all Shireland Collegiate Academy Trust schools are committed to providing the following for all our pupils:

- Opportunities for our pupils' to share their opinions and ideas and place a high value on their thoughts.
- A Senior Mental Health Lead (SMHL) in every school
- Mental Health First Aiders in every school
- All children can identify one trusted adult in school who they can go to in times of need
- Promotion of mental health support and coping strategies via screens/boards around school
- Proactive and timely support for parents with concerns about the mental health of their child
- Have a team of Anti- Bullying Ambassadors in collaboration with the Diana Award
- Provide a specially designed curriculum that values emotional learning, includes considered assessment opportunities, and focuses on wellbeing activities throughout the school day.
- We have a highly skilled safeguarding and pupil welfare team, who promote and support pupil mental health and wellbeing.
- We have designed and implemented a full safeguarding curriculum that is taught discretely, in addition to our comprehensive assembly programme and within the wider curriculum as appropriate.
- Raise awareness about mental health and wellbeing through assemblies, national initiatives, PSHE (Personal, Social, Health and Economic education), RHE (Relationships and Health Education), and our wellbeing provision as part of E3L.
- Ensure a communication-friendly approach across the whole school, promoting full inclusion, supporting pupils with English as an Additional Language (EAL) and enabling all pupils to express themselves.
- We foster personal identity and a sense of community by celebrating different cultures and diversity within our school. For example, we have carefully chosen a range of texts that reflect the diversity of our school and celebrate the range of different cultures through regular culture days
- We promote and value mental health and wellbeing through pupil-led initiatives such as specialised clubs and Safeguarding & Wellbeing Champions who meet regularly
- Using technology to remove barriers, we can ensure all learners can access the curriculum.
- We provide access to high-quality environments and enrichment activities during and after the school day, allowing pupils to experience a wide range of cultural, challenging, and physical activities, including outdoor learning and forest school opportunities.
- We have a robust and consistent approach to behaviour that promotes positive attitudes to learning and encourages reflection, models, teaches and rewards positive expectations.

- We schedule daily SODA (Start of Day Activities) and learning surgeries to address and resolve misconceptions, difficulties and concerns, including personal and social skills.
- Have daily Story Escape sessions where every child enjoys a shared story to enhance their wellbeing and encourages imagination and discussion.
- Understand the impact of transitions and ensure all school transitions are well-planned, communicated, pupil and family-focused, and managed.
- Actively promote social mobility through an extensive range of visitors, trips and residential.
- Provide pupils and families with materials that promote self-esteem, healthy screen use and raise awareness of online safety through our school website.
- Offer ongoing professional development and discussions to enable staff to support pupils based on their individual needs.

### Targeted Support

#### For pupils who need more differentiated support and resources or specific targeted interventions

In addition to all the above, as deemed appropriate: If there are emerging concerns about a pupil's mental health or wellbeing a class teacher will seek to resolve immediately, through discussions with pupil and family, supporting friendships, ensuring work is matched to ability, addressing any classroom-based issues.

If there are still concerns or a teacher or parent raises more significant concerns, these will be discussed as part of an internal pastoral review meeting. In attendance will be SLT, DSL, SENCO, Senior Mental Health Lead and Attendance Lead.

Each pupil's needs will be considered on a case-by-case basis and the best approach to support identified collectively as part of a graduated response.

Systems and support in school include:

- Referral to Trust Primary Inclusion Panel (PIP)
- Referral to Counselling Service (Internal Counsellor/ Believe2Achieve/BASE 25)
- Zones of Regulation
- Sports4kids mentoring
- Reading Buddies (social & academic)
- Sports Coaching
- Targeted social support (partnered play, structured games, access to board games etc.)
- Safeguarding / Mental Health Lead support
- Partnerships e.g. BCU SALT / HEN, Music Services 'Headstart'
- Home Visits
- Hardship Funding

- Offer of Early Help
- Signposting to Family Hubs
- Sharing Authority Local Offer

All provisions are reviewed either termly or half termly and parents informed at each stage in line with the graduated response.

### **External Support**

#### **For pupils and families that need support from a specialised service**

There may be times when a pupil's mental health needs or wellbeing concerns cannot be addressed sufficiently with the systems in place at school. As part of ongoing consultation through the graduated response, parents will be informed of other, external agencies and school will seek the most efficient methods of referral working in partnership with all involved in supporting the pupil.

External Agencies and Support include:

- GP or Paediatric Referral
- SPA (Single Point of Access Referral)
- Reflexions
- CAMHS
- Bereavement support
- Kooth
- Healthy Minds
- Inclusion Support
- Educational Psychologists
- School nurse services
- Family hubs
- Children's Services

This mental health and wellbeing offer document should be used to inform the practices all schools offer their pupils and families, embedding the strategies into everyday practice. This document should not be seen as an exhaustive list of everything we do for pupils and their families in the promotion of wellbeing and supporting mental health. Schools should seek to add further opportunities to support their pupils and families based on their community needs.