



# **Courthouse Green Primary School**

**Promoting Positive Mental Health**

**November 2017**

## Promoting Positive Mental Health

### Proactive measures

As a school we want to ensure that all children develop the skills, self regulation and resilience they need to ensure they can cope with challenges in life. We have a school culture where children feel confident to express their feelings and know that it is ok to ask for help when they need it. We believe we play a vital role in supporting children to develop positive mental health in order for them to become healthy, successful adults as they grow up.

The school has adopted the Thrive approach and the 4 licensed practitioners lead the school in understanding and meeting the needs of children who experience difficulties in their neurological development affecting their capacity to self regulate. The principles of Thrive and developing children's emotional resilience and well being runs through all of the work in school.

Our approach to building positive mental health is a 3 layered approach:

- A whole school approach for all children through our ethos, policies and the curriculum to promote positive mental health and well being to build resilience in both staff and children.
- Early identification and intervention for groups and individuals who are facing challenges and showing early signs of deteriorating mental health and need specialist support from the learning mentor team and external specialists.
- A specialist nurture provision for those who are unable to cope in a mainstream class due to significant social, emotional and mental health concerns.

### A whole school approach to building "Mental Wealth"

#### Climate

- Positive relationships are built between children within their class and across school through initiatives that encourage children to work across year groups- Courthouse Parliament, Anti bullying champions, Song leaders, Prefect reading buddies.
- Positive relationships are built between adults and children through high level of leadership presence around school at all times of day, the Learning mentor team with children at all playtimes and lunchtimes. The transition day in the Summer term, the first week in September plus the first day of each term is dedicated to building relationships, developing a growth mindset, skills of collaboration and setting expectations.
- Positive mental health of adults in school is promoted through ensuring clear line management, appraisal and supervision plans for all staff, dates and organisation for each term planned and shared in advance to support managing workload, whole staff cpd mindfulness and stress management sessions and a staff team focused on ensuring worklife balance.
- Positive relationships between school and families are developed through regular opportunities to celebrate children's efforts and achievements- GEM of the week, Praise cards sent home, parents evenings, leaders and mentors on the playground at the beginning and end of the day. Parents are given clear information on our expectations of their support for their child in school and are clearly signposted to who to see if they need help.
- A school building that is well kept, well resourced and provides a safe and comfortable place to learn.
- Displays that reflect the children, promoting a positive self image and mindset and celebrating achievements.
- All classrooms have a visual timetable and class calendar to provide a structure that ensures children feel safe and secure.
- We have an open and honest culture where adults and children talk about mental health and teach strategies to build positive mental health.

#### Policy

- The behaviour policy supports children to develop a sense of responsibility for their own actions and incorporates reflection time to support behaviour improvement.

- The Anti bullying policy identifies potential risks to mental health as a result of bullying and there are clear strategies for reporting bullying and receiving support. Regular anti bullying events ensure there is a clear and consistent message across school that bullying is not acceptable. Children in Years 4-6 have an online self reporting tool, **Toot Toot**, to report any bullying concerns they have.
- Regular cpd for all staff develops staff knowledge and understanding of mental health in children.
- The Transition policy and practices ensure children's needs and backgrounds are shared to ensure smooth transition between year groups.
- A planned induction process for all new children and staff joining the school ensures they have a positive experience starting school and feel well supported.
- Safeguarding- Staff are trained in noticing changes in behaviours that indicate not only possible mental decline, but also the root causes of this. In particular, potentially unsafe circumstances at home. The pastoral manager then liaises with families and external agencies as appropriate and as outlined in our child protection policy.
- Children and parents are taught about how to keep themselves safe online through the PSHCE theme on e safety in each year group and annual parent workshops. The E safety policy outlines how we teach children to keep safe and the protective measures we take in school. Children can report online concerns on Toot **toot** and parents are provided with regular updates on how to be safe online through the school newsletter and school app.
- The Real PE scheme promotes personal development skills alongside PE skills, linking physical health with a positive mental health.
- The Thrive approach is used to personalize the PSHCE curriculum in each class to ensure that the needs of the children are met.

### **School practices**

- All children contribute to school improvement through the schools parliament ensuring children feel a connectedness and sense of belonging to school.
- Pupil Voice is regularly gathered through thought boards around school and the prefect and young carers suggestion box.
- A parent teacher association to involve parents in promoting positive values in the school community.
- Positive classroom management strategies are used in all classes including the use of conflict resolution and vital relational functions to support challenging interactions.
- School reward systems encourage collaboration within classes to succeed and celebrate individuals for their effort and engagement in their learning.
- The school newspaper allows children to feel a sense of belonging to their school and community and also allows them to express their own opinion in relation to national and global stories.
- All children are encouraged to attend after school or lunchtime clubs that promote good physical health.
- All new staff have an induction process to school that highlights the importance of the principles and practices in promoting positive mental health.
- All staff report any concerns through cpoms and these are responded to promptly to ensure the right support is provided for vulnerable children and families.
- Forest school provision supports children to develop skills of self regulation and collaboration in outdoor learning experiences.
- The school provides a breakfast club for children who find the start of the day and the transition between school and home difficult.
- The school has sensory provision that children across school regularly use to regulate their emotions.
- Curriculum
- All classes have a consistent teacher and learning support staff who have a detailed knowledge of the children and the curriculum they need to teach.
- All children feel safe and secure in school knowing who they go to for help through the protective behaviours work that is delivered at the beginning of every school year and clear guidance in classes of what children should do if they need help.
- The PSHCE curriculum progressively teaches children to develop their understanding of social and emotional development.

- A personalised thrive class action plan supports children to develop age appropriate skills to support self regulation and neurodevelopment.
- The Discovery RE scheme develops children’s understanding of their own religion and those of others around them developing positive self image and self esteem.
- Partnerships

The school aims to work in partnership with families and outside agencies to provide the best support possible for children and parents.

- Primary mental health team regularly liaise with school to provide specialist advice to support children’s needs.
- Parents are signposted to external agencies through the newsletter and the school website.
- Weekly Sunshine café provides a place for parents to meet to gain support from each other and learning mentors in school.
- The intervention team refers to and works with CAMHS, MIND, school nursing team, heads together to support positive mental health in children.
- The learning mentor team run regular parenting workshops to provide a network of support for parents in the school community.

#### Minimising the Potential risk factors to mental health:

Low attendance	A dedicated learning mentor leads on attendance to track individuals and provide targeted family support.
Stressful life situations- DV, family breakdown	Clear advice for parents of who to go to for help and an intervention team that meets weekly to adapt the school’s work in response to new concerns.
Children having a caring role for others	Active young carers group led by school lead and the young carers ambassador providing support in and beyond school.
Children with social and emotional needs	Nurture Provision for children to work in a smaller group and in a less formal environment than the normal classroom can provide.
Inconsistent discipline at home	School led parents workshops are run regularly and individual family work is provided when needed. Thrive plans have clear strategies for parents to use at home to support children’s development.
Bullying	Anti bullying champions are outside every lunchtime and are trained to support resolving difficulties or identifying children who may be left out or unhappy. The school provides an online reporting tool for children and parents to share any bullying concerns (Toot toot)
Poor connection between family and school	Children who are at risk have a learning mentor assigned as their keyworker and this ensures a positive relationship can be developed. The keyworker role is to empower parents, providing support alongside challenge when needed.
Special educational needs	The equal opportunities policy and accessibility plan ensures that children’s needs are carefully planned for to reduce anxiety and ensure all children are confident to access learning and social opportunities.

#### Early Identification

The school has an intervention team that consists of DHT, Inclusion AHT, Pastoral manager and the Learning mentor team. Safeguarding and mental health cpd ensures that all staff are aware of early warning signs that a child may be experiencing mental health difficulties. If a class teacher has observed a social or emotional need that is a barrier to the child’s learning they complete a referral to the intervention team. The range of roles within the team ensures there is a shared knowledge of a child’s behaviour, any additional SEN and any family or safeguarding concerns so that a holistic approach to supporting the child can be planned.

The Thrive licensed practitioners work with the class teacher and parents to complete an online thrive assessment which enables an accurate identification of the child’s developmental needs. An action plan is

created with strategies to be used in class, at home and in direct work to improve a child's mental health. These action plans are reviewed regularly with feedback from teachers, parents and the child to ensure that there is an impact of the support put in place.

The intervention team may also refer to outside agencies to gain additional support for a child if a school based intervention is not meeting a child's need. The school has regular input from an Educational Psychologist who guides the work of teachers and learning mentors in school.

The school is proactive in signposting parents to external support they can access for their child if they have concerns about their mental health or well being. There are regular links shared on the school newsletter and the school's website offers further support and guidance.

### **Nurture Provision**

The school has a well established nurture provision run by a nurture accredited teacher and higher level learning support assistant. The aim is to provide a flexible and preventative resource which is responsive to the particular needs of the children attending the school. The provision is for children who are showing signs of emotional stress and difficulties regulating behaviours that is impacting on the child's ability to access the curriculum in a mainstream classroom and to participate fully in school life.

### **Aim of Nurture**

To provide a flexible and preventative resource which is responsive to the particular social and emotional needs of the children attending the school through a secure and reliable environment where children can learn by re-experiencing pre-school nurture from caring adults who actively work towards their successful integration into their mainstream class. Through ongoing assessment and support children will be enabled to self regulate their behaviour, improve their self-esteem and develop confidence through close and trusting relationships with adults.

The Nurture Group is based in a separate room with a home-like area and an area set aside for formal learning. Children will attend for a maximum period of up to four terms. There will be a maximum of 10 children in the Nurture Group at any one time. The children will be on the register of their mainstream class and they will join their class for appropriate activities (PE, Assemblies, visiting speakers, and visits out). The children will spend lunchtime and playtime with other children in the school but additional support will be provided via the Learning Mentor team during these times if needed.

Children will follow a curriculum that prioritises their social and emotional needs as outlined by their Boxall assessments. The children will not access formal literacy and numeracy lessons but they will have targeted literacy and numeracy sessions based upon their next steps in learning. These will be delivered on an individual or small group basis and we will have high expectations of the children. Progress against these key skills will be monitored by the Nurture teacher and Inclusion Manager half termly.

### **3. Referral procedures**

- All referrals will be made in consultation with parents and carers using our criteria for placement.
- Formal assessment by an Educational/Clinical Psychologist is not a pre-requisite for admission, but consultation and discussion of relevant factors may be appropriate.
- All referrals will be discussed with the Class Teacher, Nurture teacher, Intervention support group and Inclusion Leader
- A variety of assessment procedures will be used to inform referrals. These will include
- the Goodman's Strengths and Difficulties Questionnaire, the Boxall Profile and appropriate
- academic assessments.

### **4. Entry/admission criteria**

- Parental agreement is necessary and parents will sign to agree their child accessing the Nurture group.
- Nurture Group placement will be considered for children who are underachieving for social and emotional reasons. This will include children who are:
  - very restless, cannot listen, behave impulsively or aggressively

- withdrawn and unresponsive and who have difficulty relating to others
- possibly at risk due to known history

The Goodman's Strengths and Difficulties Questionnaire maybe used and the Boxall Profile will be used to objectively assess children's needs and their suitability for placement in the Nurture Group.

### **5. Arrangements for review of pupils**

Each child will be monitored and reviewed on an ongoing basis by the Nurture teacher alongside the Inclusion Leader in consultations with the Educational/Clinical Psychologist and other professionals as appropriate.

Formal reviews with parents will take place on a termly basis.

### **6. Reintegration criteria**

Reintegration will be planned with the Head Teacher, parents, child, class teacher, Inclusion Leader and other Key Adults consulting with the Educational/ Clinical Psychologist where appropriate.

Where reintegration is not considered appropriate an alternative action plan will be agreed. This may involve assessment at the next stage of the Code of Practice. The decision to reintegrate a child into mainstream fulltime will be through a process of the nurture teacher monitoring progress against the Boxall profile targets, alongside observations and discussions with class teachers and children. Children will reintegrate in stages and will be monitored by both nurture staff and class teachers to ensure that the children are managing both emotionally and socially. The children will then access nurture morning circle time for a period of time before returning full time to mainstream. As reintegration is child led the times of the morning return may vary in accordance with children's needs

### **7. Role of the Inclusion Leader**

- To liaise with the Nurture Group. This will include the development and implementation of targets; to be involved in formal reviews as required; to support curriculum development; to be involved with selection and reintegration.
- To liaise with other professionals when appropriate
- To provide in INSET within school
- To track the progress of the children in the nurture provision ensuring that their targets are monitored and achieved.

### **8. Role of the Nurture teacher**

- To be responsible for the day-to-day management of the group – this is to provide a carefully routine day where there is a balance of learning and teaching, affection and structure within a home-like atmosphere.
- To organize and plan the activities and curriculum of the classroom, bearing in mind the needs of the children ensuring high quality learning provision and outcomes are achieved.
- To keep records of individual children's progress.
- To actively work in partnership with parents in the support and development of their children. Half termly parent sessions will be held.
- Provide and receive feedback from the children and mainstream teachers on progress against targets on a weekly basis
- To liaise with mainstream staff to put in place strategies to support the children with their social and emotional development whilst in mainstream staff

### **TRIUMPH TRUST and THE GOVERNING BODY of COURTHOUSE GREEN**

Triumph Trust is responsible for ensuring that each academy within the trust has a Nurture policy which fully meets the requirements of the SEND Code of Practice. The Head teacher of Courthouse Green and the SENCo are responsible for monitoring the implementation of the policy throughout the School. The Governing Body has the ultimate responsibility for monitoring the policy and the SEND Governor ensures that all governors are aware of the School's Nurture provision. The SENCo and the named Governor meet termly to review case studies to ensure high quality provision and appropriate delegation of resources is made.

