



Professional Development
Accredited Lead

National Centre
for Excellence in the
Teaching of Mathematics



Mental Health Offer

Mental Health at WEJS

Our vision is for wellbeing and good mental health to become a strategic priority, embedded into the culture and ethos of our school.

Our aims:

- To implement a whole school approach to mental health and wellbeing
- Increase awareness of the importance of promoting children and young people's emotional wellbeing and how this connects to learning
- Equip teachers, staff and young people with the skills and knowledge to prioritise and address wellbeing and mental health

How do we identify need?

Staff are vigilant at spotting signs and barriers to learning and will discuss concerns with parents. At World's End, we operate a robust pastoral referral system. Pupils referred will be triaged by the Pastoral Lead and Learning Mentors. Depending on the outcome pupils may be monitored during sweeps and strategies provided to use within the classroom, or the pupil will be allocated a named mentor who will take them onto their caseload. Children may also disclose information about their own mental health needs or those of others. Parents may also express concerns.

Our offer of support

Universal

TIAAS training for all staff
Daily check ins on children
Hub available to all
Mental health week- focused activities
PSHE curriculum
Feeling diaries
Information for parents posted on dojo-mental health newsletter each term.

Targeted

1:1 mentoring
3 trained Staff Mental Health First Aiders
1 mental health lead practitioner for children
Small group mentoring
1 learning mentor attending ELSA training
1 learning mentor attending suicide first aid course



Specialist

Referrals to STICK, PAUSE, Forward Thinking
Birmingham and CAMHS
Referrals and support from EP
Webinar for parents run by EPS around TIAAS and
emotion coaching

How is our curriculum designed to support mental wellbeing?

PSHE at World's End Junior School intends to help pupils see themselves as positive human beings and well-rounded global citizens through sharing cultures and growing empathy, ready for life in modern Britain.

We have a comprehensive PSHE curriculum which addresses the importance of mental health and well-being and provides our pupils with strategies to deal with complex emotions. Our Jigsaw curriculum promotes positive relationships, both with ourselves and with others, and has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Every Jigsaw lesson includes a period of mindfulness practice and reflection which enables the children to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives.

Throughout the year we also participate in events dedicated to raising awareness of the importance of good mental health, exploring new ways to take care of ourselves and express how we are feeling. Staff also have the support of the PSHE subject lead to enable them to address issues as they arise, ensuring that our curriculum is tailored to the needs of the children in our care.

How do we work with and support parents?

Parents can contact staff through dojo or by telephoning school. Our skilled mentors will signpost to specialist outside agencies, offer a listening ear, submit an Early Help Assessment or offer Family Support Sessions. We communicate any concerns raised in school on the same day to parents. We are always available to listen, and our parents can contact us to discuss any concerns they may have about their child's mental health. When mental health impact on attendance, we will make reasonable adjustments to support all children and families to ensure children can attend school and feel happy and safe. We also regularly signpost parents to workshops and support via class dojo and work closely with the Educational Psychology service and CAMHS to offer support to parents.

How is support monitored?

Children are baselined using Strength and Difficulties Questionnaires and Boxall Profile. Information from these baselines will be used for setting targets. Caseloads are monitored and reviewed every 6-weeks (or half termly). As part of our commitment to ensure high quality provision is provided, we invite pupils, parents and carers to feedback on the mentoring. Feedback is monitored by the SENCo Pastoral Lead. We also post regular surveys on dojo to gain feedback from our parents and pupil voice is collected in school. This allows us to reflect and improve on our practice.

How does our behaviour policy promote positive mental wellbeing?

Our school behaviour policy is reviewed regularly. We pride ourselves on our nurturing approach and school values (3Rs): Respect, Readiness (for learning) and Resilience. Our behaviour policy incorporates reflection and a

restorative approach, allowing pupils time and space after any negative incident. Our approach encompasses the ethos that it is the behaviour that is not liked, not the child, thus raising self-esteem. We believe in Connection before Correction which further develops a positive Behaviour for Learning. There are opportunities for pupils to work with the pastoral team to discuss strategies which would be beneficial to them in the future.