

Ladysmith Federation Mental Health Strategy 2023 - 2024

A whole school framework for emotional well-being and mental health

Rationale: To develop a consistent approach across the school in approaching mental health and wellbeing so that all members of the school community are confident and successful in what they do.

Federation Strategic Goal: To develop independent, resilient, healthy and happy children who know how to stay safe and have a good understanding of our rapidly changing world.

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In order to develop a graduated and effective response to meet needs of our children and staff, we have based our approach on the eight principles from Public Health England's 'Promoting children and young people's emotional health and wellbeing' document.



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Leadership and management					
Intended Outcome	Existing Provision	Planned Provision	Who	By When?	Evaluation
To ensure mental and emotional wellbeing actions are integrated, sustained and monitored for impact	Emotional wellbeing and mental health features within other school policies such as PSHE. A Mental Health and Wellbeing policy is in place. This Mental Health Strategy is in place.	Continue to raise awareness of 10 a day through SLT assemblies	SLT	On-going	
		Planned mental health days/weeks across the Federation – Juniors MHA linking up with the Infant School MHA supporting at lunch/break times – friendship benches		Feb 2024	
		Mental health strategic plan integrated into the school improvement plan	SMHL and SLT	Autumn term	
Champion emotional health and wellbeing of the school community at a senior leadership level	A member of the SLT is the designated mental health and wellbeing champion. Staff wellbeing is featured in weekly staff notes. SLT promotes wellbeing CPD and activities such as the supervision via DCC advisory team. SLT have an open door policy. SLT promote other wellbeing initiatives – Art therapy etc. The importance of physical exercise in mental and emotional	Maintain current provision	All staff	On-going	

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	<p>wellbeing is recognised. The golden mile has been timetabled into each school day along with other, more specific exercise programs for pupils. Work with pupils on Growth Mindset. Focus weeks on Mental health. Supervision for staff Timid to Tiger parenting course. Curriculum and stakeholder wellbeing. Link Governor in place as well a staff governor</p>	Maintain current provision		Feb 24 – T2T course and Summer Term	
Leadership and management enable all pupils to overcome specific barriers to learning	<p>Leaders create a positive ethos in the school through: pupil premium and sports premium coordinator SEND coordinator Family Support Workers</p> <p>Dedicated PDM time for SEND</p> <p>10 x Level 3 safeguarding trained staff</p> <p>Weekly inclusion meetings Federation Inclusion meeting</p>	Maintain current provision	<p>SLT SENDco. FSW</p> <p>Level 3 trained staff</p>	<p>Training updated when required</p> <p>Weekly</p> <p>Half termly</p>	

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	<p>External agencies used consistently</p> <p>Attendance meetings fortnightly</p> <p>Termly attendance meeting with EWO</p> <p>Up to date Vulnerable key children information sheet</p>	<p>Attendance meetings with parents – plan of support created – Move onto Edukey format</p> <p>Up to date Vulnerable key children information sheet</p>	SLT/FSW	<p>When deemed appropriate</p> <p>Fortnightly</p> <p>Termly</p> <p>Half termly</p>	
	Ethos and environment				
Intended Outcome	Existing Provision	Planned Provision	Who	By When?	Evaluation
Create an ethos and conditions that support positive behaviours for learning and for successful relationships	<p>Vision for every child statements</p> <p>Kelso Choices</p> <p>Wellbeing area for staff</p> <p>Information displays – 10 a day</p> <p>Peer mentors</p> <p>Attachment mentors</p> <p>Inclusion Team</p> <p>SEND and family support coffee mornings</p> <p>PHSE curriculum in place</p> <p>Sensory room in place and accessed by pupils</p>	<p>Maintain current provision</p> <p>Reduce the stigma around mental health through:</p> <ul style="list-style-type: none"> - Normalising mental health and support, e.g., newsletters, assemblies, website <p>Implementing an open-door policy</p>	<p>All staff</p> <p>SLT</p> <p>SLT</p>	On-going	

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	Ready, Respectful, Safe – behaviour policy Triple A book at the Junior School				
Provide an emotionally secure and safe environment that prevents any form of bullying or violence	Policies in place – inclusion, PHSE/Jigsaw RSE, behaviour and mental health SLT presence before / after school and lunchtimes Class teacher rota to support part of lunchtime in the Junior school each day Inclusion team – knowledge of vulnerable pupils TAFs / Early Help Collaborative work with parents Any incidents of racism / bullying reported to Devon LEA Stay and Play lunch		All staff SLT Class teachers SLT/All staff SENDco/AHT/SLT/FSW SLT Lisa Callaway/Ali Miller		
	Curriculum, teaching and learning				
Intended Outcome	Existing Provision	Planned Provision	Who	By When?	Evaluation
Provide a curriculum that integrates the development of social and	Current PHSE curriculum via Jigsaw RSE		SLT All staff PHSE/RSE leads		

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emotional skills within all subject areas (these skills include problem-solving, coping, conflict management/ resolution and understanding and managing feelings)	Use of Kelso choices throughout the curriculum. Group work in the curriculum.				
Tailor social and emotional skills education to the developmental needs of specific children	Vertical coaching groups Stay and Play lunch club 1:1 lunchtime support for specific pupils Social / friendship groups Play/lego therapy Mentors 5-point scale/how's my engine running Specific interventions and/or personalised timetables Pupil passports SEND pupils each have a provision map of support (Devon graduated response toolkit) Link -1:1 and small group interventions	Embed 5-point scale for all on SEMH category need For all classes to have a 5-point scale in place for whole class Boxall profile assessments to be completed by class teacher Support from 1:1 school counsellor Mental health care plans to be in place	SENDco/SMHL TAs Class teachers/SMHL Class teachers/TAs Stef Brimacombe – Junior School councillor class teachers Lucy Pearce – Link practitioner Stef Brimacombe	Spring term 2024 Summer Term 2024 On-going Spring Term 2024	
Review the assembly plan to include some regular sessions on resilience and mental health		The assembly school plan includes session on mental health and resilience	SLT	Feb 24 and beyond	

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To audit current provision across subjects to create links and opportunities to teach resilience and promote wellbeing, including PE/sport		Schemes of learning demonstrate where and how resilience and wellbeing are taught across most subjects	Subject leads	Summer Term	
	Student voice				
Intended Outcome	Existing Provision	Planned Provision	Who	By When?	Evaluation
Ensure all students have the opportunity to express their views and influence decisions	Regular pupil online surveys Key adults for vulnerable children completing learning journals SEND pupil questionnaires Pupil conferencing/voice MHA year 5/6 representatives This Is Me sheets – Infants 1:1 mentoring Link/vertical coaching interventions Safe places	Termly pupil questionnaires Use of Ana Freud VC/counsellor/Link – provide a more structured way of feedback from pupils Pupil passports/This is Me sheets for all SEND pupils To create a safe place where pupils can go to when feeling overwhelmed/in crisis	Class teachers SENDco Class teacher/TA/assistant SENDco Chris Stockton Stef Brimacombe Chris Stockton/Kim Foster/Lisa Callaway Class teachers	Termly Weekly Termly Fortnightly meet 3 x weekly 3 x weekly	

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		Pupil voice to challenge and/or change any stigma/culture			
Introduce a variety of mechanisms to ensure all young people have the opportunity to contribute to decisions that may impact on their social and emotional wellbeing	TAF invite if deemed appropriate – pupil voice for each meeting Boxall assessments SEND questionnaire School Council Mental health ambassadors	Wellbeing ambassadors – Y5 and Y6 – 2 per class. SEND questionnaire for all embedded	Chris Stockton Stef Brimacombe SENDco/AHT	Spring Term	
To provide an extra-curricular programme that vulnerable pupils can access		There is a planned extra-curricular programme which is tracked and monitored for attendance	SLT		
	Staff development				
Intended Outcome	Existing Provision	Planned Provision	Who	By When?	Evaluation
Teachers and practitioners are confident in how to develop children's social,	FSW trained on Timid to Tiger – running parental courses termly	CPD Timid to Tiger planned for January 2024 across the Federation	SENDco/AHT FSW - Juniors	Jan 2024	

Ambition  Adventure  Achievement

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emotional and psychological wellbeing	All class teachers have received bereavement training via Balloons 1 x TA bereavement trained 8 TAs trained as attachment mentors for targeted 1:1 support FSW 1 x TA mental health first aider 1 X TA counsellor in role Positive classroom management Good pupil/teacher/class relationships – sense of belonging/included Mental health is not seen as a stigma	To make all staff aware of vulnerable pupils and how to ensure their involvement in all aspects of school life Key staff to analyse data and information to create a vulnerability register/map at LINS 2 nd member of staff to be mental health first aider trained	SLT SLT/FSW Lisa Callaway/Assistant SENDco All staff	Autumn Term and on-going termly Termly	
Teachers and practitioners have the knowledge, understanding and skills to deliver a curriculum that integrates the development of social and emotional skills within all subject areas effectively.	10 a day Mental Health Weeks Attachment mentor training	To work alongside the PSHE lead to ensure plans are in place for teaching pupils coping mechanisms, managing feelings and stress management	Teachers Lucy Pearce – Link Practitioner VC coaches PHSE lead	On-going	
Teachers and practitioners are trained to identify and assess the early signs of anxiety, emotional distress and behavioural problems among children. They are aware of how to refer this further.	PHSE/RSE Quick checkers/Early support documentation Graduated Response – provision mapping SEMH category on CPOMs Inclusion team referral	Maintain current provision Inclusion Team referral for LINS	SLT Class teachers PSHE lead SLT	Summer Term 2024 Summer Term 2024	

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	Mental Health first aider Pastoral lead School nursing team Strength and difficulties questionnaire Attendance				
	Working with parents and carers				
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Work in partnership with parents and carers to promote emotional health and wellbeing in order to support all pupils and, where appropriate, their parents or carers (including adults with responsibility for looked after children) To create a range of workshops/resources for parents and carers on how to support their child's mental health and wellbeing	Information in newsletters Family Support Workers in place at both schools – being accessible and offering advice/tips/activities that parents can do with their children Mental Health first aider SENDco TAFs Devon SEND offer Early Help referral School nurse service School website sign posting	Emotional Health and wellbeing Information leaflet that signposts help through policy appendices Individual mental health care plans Update website Planned in workshops to support mental health across the Federation	SENDco/SLT/SMHL/FSW SENDco/Class teachers Mental health lead SMHL/SLT FSW AHT SENDco/AHT	Spring Term 2024 Summer Term 2024 Autumn term and on-going – 2 x termly	
Support is offered to help parents or carers develop their parenting skills.	School Nurse Service Parent workshops – Talk and Support coffee mornings weekly Timid to Tiger parenting course Early Help support/RFAS – e.g. family practitioner Signposting	Newsletter in place, and the school website reflects the mental health and wellbeing offer of the school and provides sources of support	SLT SENDco/SMHL FSW	January 2024	

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	Referrals into Children's centres Family Support workers Newsletter				
All parents have details of the school's policies on promoting social and emotional wellbeing and preventing mental health problems	Policies available on website Activities/signposting on website	Wellbeing Leaflet Update of website needed	SLT	January 2024	
	Identifying a need and monitoring impact				
Intended Outcome	Existing Provision	Planned Provision	Who	By When?	Evaluation
Effectively assess the needs of students and take steps to put the appropriate interventions in place.	Pupil voice – passports Pupil questionnaires Inclusion Team Boxall assessments Quick Checkers/graduated response toolkit Strength and difficulties questionnaire CPOMs SENDco / mental health champion lead on interventions Staff trained as in above section Lunch club at Juniors Specific 1:1 lunch support	Develop referral process at the Infant School Closer monitoring of impact of interventions	SENDco/AHT/Class teachers SENDco/AHT/Inclusion	Summer Term 2024 Autumn Term and termly	.
			SLT		
		Lunch club at LINS	SLT	Summer Term	

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The impact of interventions is monitored for specific pupils.	Boxall assessments and reports to parents Termly pupil attainment meetings highlighting specific pupils and monitoring their academic progress. SENDco intervention analysis	Embed Provision Map online analysis Embed termly Boxall and assess impact Monitor the impact of interventions regularly using the most appropriate tools, taking a graduated response where necessary	SENDco Link practitioner – Lucy Pearce Stef Brimacombe – school councillor SENDco/Assistant SENDco/SMHL	Spring term and on-going half termly Termly Half Termly	
	Targeted support				
Intended Outcome	Existing Provision	Planned Provision	Who	By When?	Evaluation
Ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services?	Weekly inclusion meetings Inclusion referrals made by staff Boxall assessments CAMHs referrals Early Help assessments MASH referral where needed Rights for Children Family Support Worker Graduated Response toolkit SEMH advisory team School nursing Team Strengths and Difficulty questionnaires LINK/1:1 counselling/Vertical coaching	Maintain current provision Inclusion referrals made by staff - LINS Clear systems that show interventions for each level of need (pyramid of need)	SENDco/Assistant SENDco/Inclusion team	Summer Term 2024 Spring Tern and then termly	

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Specific help is provided for those children most at risk (or already showing signs) of social, emotional and behavioural problems	Family Support Worker Play therapists/Vertical coaching School councillor Mentors Team around family meetings (TAFs) Child in Need Child Protection Plans Rights for Children DCC advisory teams Termly planning consults with DCC advisory Teams/EP School nursing team/GP	Individual care plans for mental health	SENDco/Assistant SENDco/Inclusion team	Summer Term 2024	
Parents and carers are involved in discussing options for tackling these problems with the child. Appropriate actions are put in place.	TAF meetings parent workshops: <ul style="list-style-type: none"> • Link/vertical coaching • Speech and Language • Anxiety • Sleep SEND questionnaire Appropriate referrals made to external agencies Signposting	Mental health workshops for parents SEND questionnaires sent to all parents of SEND pupils	SMHL/FSW AHT/SENDco	Termly Termly	
School helps to provide or signpost a range of interventions that have been proven to be effective, according to the child's needs	Family Support Worker SENDco/mental health lead TAFs SEMH/mental health signposting on website Weekly signposting via the newsletter of	Wellbeing Leaflet	SLT Mentors/councillor/Link practitioner	Spring Term 2024 January 2024	

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	how/where to access further support. Mentoring Social skills groups SEMH referrals /consults 1:1 support Vertical coaching Link provision FSW up to date with external support locally and nationally for pupils and parents FSW attend Early Help forums and training as deemed appropriate.		Family Support Workers – track training	On-going	
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