



## Our Graduated Response to supporting Mental Health and wellbeing

### Step 1: Universal Provision

#### Safeguarding

Staff are trained in supporting mental health and wellbeing (ACEs, attachment, bereavement) and are alert to safeguarding needs and vulnerabilities.

#### Behaviour Policy

**Values driven:** Our vision is to be a school where every individual in our community is valued and enabled to flourish as a child of God; care and concern for others is key.

**Relationship focussed:** We understand that relationship building between staff and pupils is essential.

**Trauma Informed:** Behaviour is the child communicating emotion or distress where they may be unable to express verbally; our responsibility is to identify and provide for the need, teaching in the moment towards self-regulation and emotional health.

**Restorative Practice:** Behaviour is nurtured and taught, not 'done to'.

#### Curriculum

**Mental & Emotional Health:** Our PSHCE curriculum focusses specifically on developing children's social and emotional skills which can prevent poor mental health from developing and help all children cope effectively with setbacks and remain healthy.

**Spiritual Health:** RE and Collective Worship support children to reflect on themselves and their place in God's world. Singing is recognised as decreasing symptoms of anxiety, stress and depression and we believe worship brings spiritual strength (Psalm 63, Isaiah 61: 1-3).

**Physical Health:** Being physically active supports mental health through release of endorphins; PE sessions promote being physically active as well as additional opportunities at lunchtimes with active playground activities available.

#### Growth Mindset/ Metacognition

A culture of Growth Mindset instils the belief that we can persevere, be resilient and overcome challenges, developing mental resilience to be able to approach challenges positively, both in the context of academic learning but also in our personal circumstances. Growth Mindset nourishes our vision of character formation. Pupils learn about metacognition and how good wellbeing e.g. sleep and diet boost their "learning power"

#### Pastoral Care

Building Relationships is at the centre of all we do- School councils and extensive leadership opportunities promote a sense of community and shared values



## Step 2: Targeted Support

Targeted support will be planned as part of our Signs of Success (SOS) process and will be regularly reviewed.

Children we have concerned about will be referred to and discussed at our safeguarding and inclusion leadership team meeting and the most relevant intervention will be recommended and actioned.

Support/ Intervention	Why?
Check ins	Regular check ins with a trusted adult e.g., class teacher, Head of year or Assistant head (pastoral).
Zones of regulation	Children who need more targeted support complete 1:1 sessions to manage their distressed behaviour through exploring emotion and strategies to self-regulate.
Emotional Literacy	A tailored approach led by specific needs identified on the ELSA baseline.
Individualised Behaviour Plans and Reward Systems	Support children to regulate their behaviour where the whole school approach is not sufficient.
Pet Therapy (School dog intervention)	Supports children who may be finding it difficult to concentrate for extended periods during the day and would benefit from a movement/concentration break. This gives the child a sense of responsibility and worth. It is used as a talking therapy and may be used as an attendance motivator.
Trauma Informed Practitioner	To support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.

According to need, support will also be put in place to support children with: Bereavement /Loss, Family illness, Separation Anxiety or being a Young Carer.



## Step 3: Specialist Support

### Safeguarding

*At St John's, we work with a range of external agencies, depending on the needs of the child. Below are **some** of the agency's the school are currently working with.*

Early Help: A Process which celebrates the protective factors for the child and examines how we can add professional support to areas where risk factors are identified.

CAMHS: Pupils can be referred to CAMHS when there are severe concerns about their mental health and/or development. Parents can also complete the online dimension tool to access support. –

RESPECT Programme: a therapeutic mentoring scheme which provides weekly support and guidance sessions to young people at risk of becoming victims or perpetrators of crime.

External Agency Support: - Educational Psychologist: School has a link psychologist who is able to support school, and pupils, with a whole range of issues, including supporting mental health and well-being.

Touchstones: - For pupils who need support with Bereavement, we use Touchstones. Touchstones support and help guide the pupil through this period of time.