Mental Health and Wellbeing Strategy at RMS

Doing all the good we can

What is mental health?

At RMS we recognise that we all have mental health and this affects how you feel, think and act. We believe that good mental health and wellbeing is essential to living happy and healthy lives. It can also help us deal with difficult times in the future.
We understand that looking after your mental health is not something we should just do if we are struggling, feeling low, anxious or stressed. Therefore, we endeavour to **'do all the good we can, for all'** to instil an ethos of continually monitoring and investing in our mental health regularly, just like with our physical health to enable all in our Richmond Methodist School community to **flourish.**

"Love the Lord your God with all your heart, with all your soul, with all your mind and with all your strength… and love your neighbour as yourself." (Matthew 22, v34-40)).

We recognise that early intervention is key to giving young people the best start in life. Therefore, we define individuals as mentally healthy when they have the ability to:

- Develop psychologically, emotionally, intellectually and spiritually
- Initiate, develop and sustain mutually satisfying personal relationships
- Use and enjoy solitude
- Are aware of others and empathise with them
- Experience happiness
- Can play and learn
- Develop a moral compass
- Resolve problems and setbacks and learn from them
- Develop a sense of self and identity
- Develop resilience
- Feel valued

Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement

- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Secretive behaviour
- Lateness to, or absence from, school
- Repeated physical pain or nausea with no evident cause

Richmond Methodist 'Mental Health and Wellbeing' aims and values

- **R**eady: We believe that it is important to prepare and equip children, families, staff and governors with skills to maintain positive mental health and wellbeing in the present and future. We are keenly aware that children need to be emotionally and physically well to develop successfully to adulthood and beyond. We endeavour to support all members of our RMS family in their social, emotional, mental and physical development and recognise how important this is in their holistic growth.

- **M**utually Respectful: Positive relationships are key to any partnership and building and maintaining these is at the heart of all that we do, both with our pupils, their parents and our wider school community. Respect and trust is earned though mutual understanding, kindness and non-judgemental experiences at school. Our staff are exceptional role models and consistently encourage everyone to be considerate and accepting of the needs of others in our school and the community.

- **S**afe: It is essential that all of our RMS family feel safe and well cared for at our school. Our RMS team is a family and like a family we want everyone in it to feel secure, safe and valued.

Our intent

- Actively teach and model strategies for good mental health and wellbeing.
- Teach skills to recognise emotions and manage these effectively.
- Remove the stigma of mental health issues.
- Empower everyone to ask for help.
- Develop resilience and manage thoughts, feelings and behaviours.
- Encourage a mental health friendly environment where everyone is aware of the signs and symptoms of mental ill health and can effectively sign post each other to appropriate support.
- To provide appropriate support for people with mental ill health.
- To signpost individuals to appropriate services.

A Whole School Approach

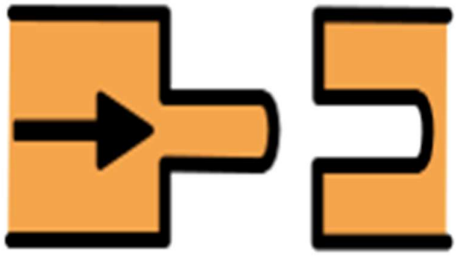
We are dedicated to a whole-school approach towards mental health and wellbeing. This involves all parts of the school working together and being committed towards achieving our school intent. We endeavour to create a partnership between senior leaders, teachers and all school staff, as well as parents, carers and the wider community.

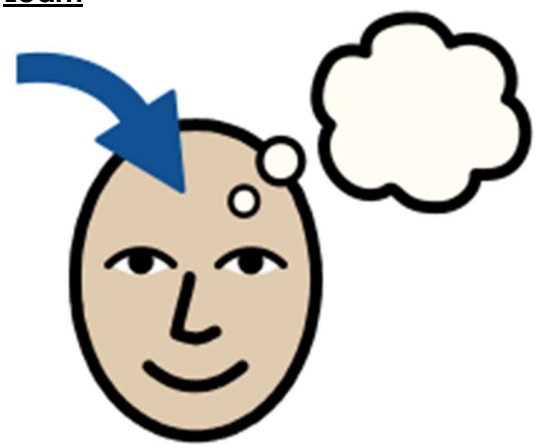
Public Health England. Promoting children and young people's emotional health and wellbeing: A whole school and college approach. London: Public Health England; 2015.

How we encourage positive mental health and wellbeing at RMS

https://www.mind.org.uk/workplace/mental-health-at-work/five-ways-to-wellbeing/

The '5 Ways to Mental Health and Wellbeing' strategy is used to support our children to learn about their mental health and provide opportunities for deliberate practise of these skills. This is incorporated into our PSHE curriculum as well as additional opportunities throughout the year to teach, learn and apply mental health awareness and strategies. Children are reminded of these skills and encouraged to use them.

'5 Ways to Mental Health and Wellbeing' at RMS	
Connect 	**Examples of activities:** • Speak to someone new • Practise asking questions and responding • Find out something new about someone • Find someone that you share a talent, skill or hobby with • Complete a shared challenge • Join a club or start a new hobby
Get Active 	**Examples of activities:** • Breathing exercises • Stretches • Move or listen to music • Quick cardio • Muscle relaxation • Go for a walk, jog or run • Try different sports • Do some gardening
Take Notice 	**Examples of activities:** • Body scan • 5 count grounding exercise • Notice the links between feelings, the body and behaviour • Environment scan • Notice feelings in others

Learn 	**Examples of activities:** • Goal setting • Learn a new word • Learn a new fact • Complete a puzzle • Research something you are interested in • Learn a new skill
Give 	**Examples of activities:** • Give a compliment • Set a challenge to make someone smile • Make something for someone else • Give someone help to complete a task • Give encouragement to someone

What universal and targeted support looks like at RMS

	Universal	Targeted
Children	• Actively taught mental wellbeing strategies with opportunities for deliberate practise. • Mental health bears • Mental health displays and linking lessons. • PSHE and RE curriculum. • Opal play • Pupil leadership and opportunities to contribute to the school community • Regular, timetabled active breaks. • Assembly's encourage children to notice and reflect upon themselves and others. • Recognition board • 'All about me' books EYFS • Immersion in the Natural World – Forest School • Celebration of progress 'Stay and Play', 'Stay and Learn'.	• Sports club • Forest schools • Nurture group • Nurture ER • Football Nurture • Paired reading • Bereavement support • Draw and Talk therapy • Personised 'chill out' areas can be created within the classroom. • A "Special Box". Child has a personal box of objects/ activities that will help them calm down. • Individual reward systems. • Talkabout social and emotional programme • THRIVE • Personalised feelings maps • Use of the Incredible 5 Point Scale materials • Use of Comic Strip Conversations

	• Wendy Bunting –Chaplain – Relaxation Station pastoral support. • Meet and greet every morning and after lunch. • PIP (Praise in public) and RIP (Reprimand in private) • Running of sporting events such as sports day – celebrates other sporting values such as effort and determination. • Reflection corners • Worry monster • Share children's successes with parents on Dojo. • Enriched curriculum to enhance learning and skills. • Planned support for challenging parts of the year i.e. transition. • Visual timetables. • Emotional check ins • Mental health bears	• Boxall Profiling • Think good, Feel good resource • Zones of Regulation resource • Socially Speaking resource • Lego Therapy
Staff	• Trying to reduce workload. • Marking feedback policy. • Admin tasks are delegated appropriately. • Endeavour to ensure staff expectations are realistic and purposeful. • Flexible working hours where possible – recognition staff have different circumstances. • Protect PPA time – reduce disruptions. • Directed time for reports and IPMs. • Reduced report template. • Shared/team planning. • Staff opinions are valued and actively sought at different times in the year. • Child focused planning – removing elements of planning procedure that aren't necessary. • Following commercially available or pre-planned schemes to support planning. • Band group as a support network. • Celebrate special events together as a staff. • Complementary tea, coffee, sugar and milk. • SLT for lunchtime supervision to reduce staff need of intervention. • Everyone has opportunities for learning. CPD. • 'Take notice' of each other. Highlighting effective practise.	• Health Assured – North Yorkshire Council • Informal support. • Generation of a support plan.

	• Culture of respect, trust and openness between staff. Reflective and evaluative. • Appraisals include a mental health discussion, support needs and career aspirations. • Regular, planned subject leadership time.	
Parents	• Communication tools across school to aid easy communication channels between parents and school. • Availability of staff – school gates, yard morning and afternoon. • SEND drop-in sessions open to all parents. • Parents invited to school events regularly. • Uniform donation facility. • Social media to share pupil success. • Parent voice sought at different times in the year. • Open door policy. Respond quickly and face to face where possible. • Endeavour to maintain family's privacy and dignity by avoiding sensitive conversations in front of other parents. • Transition to children new to EYFS: Doorstep 'hello', 'stay and play' • Encourage opportunities for parents to make school community relationships and networks. • Signposting of events via Class Dojo	• Signposting to services. • Tailored advice based on challenges being faced. • Check-ins with families who need extra support.
Governors	• Reducing workload through removal of committees. • Policies are delegated and condensed into key points for the rest of the governing body. • Ensuring meetings run to time. • Include a variety of governor activities i.e. through a round robin • Governors are invited to events in school.	• Signposting to services. • Tailored advice based on challenges being faced.

Key staff members

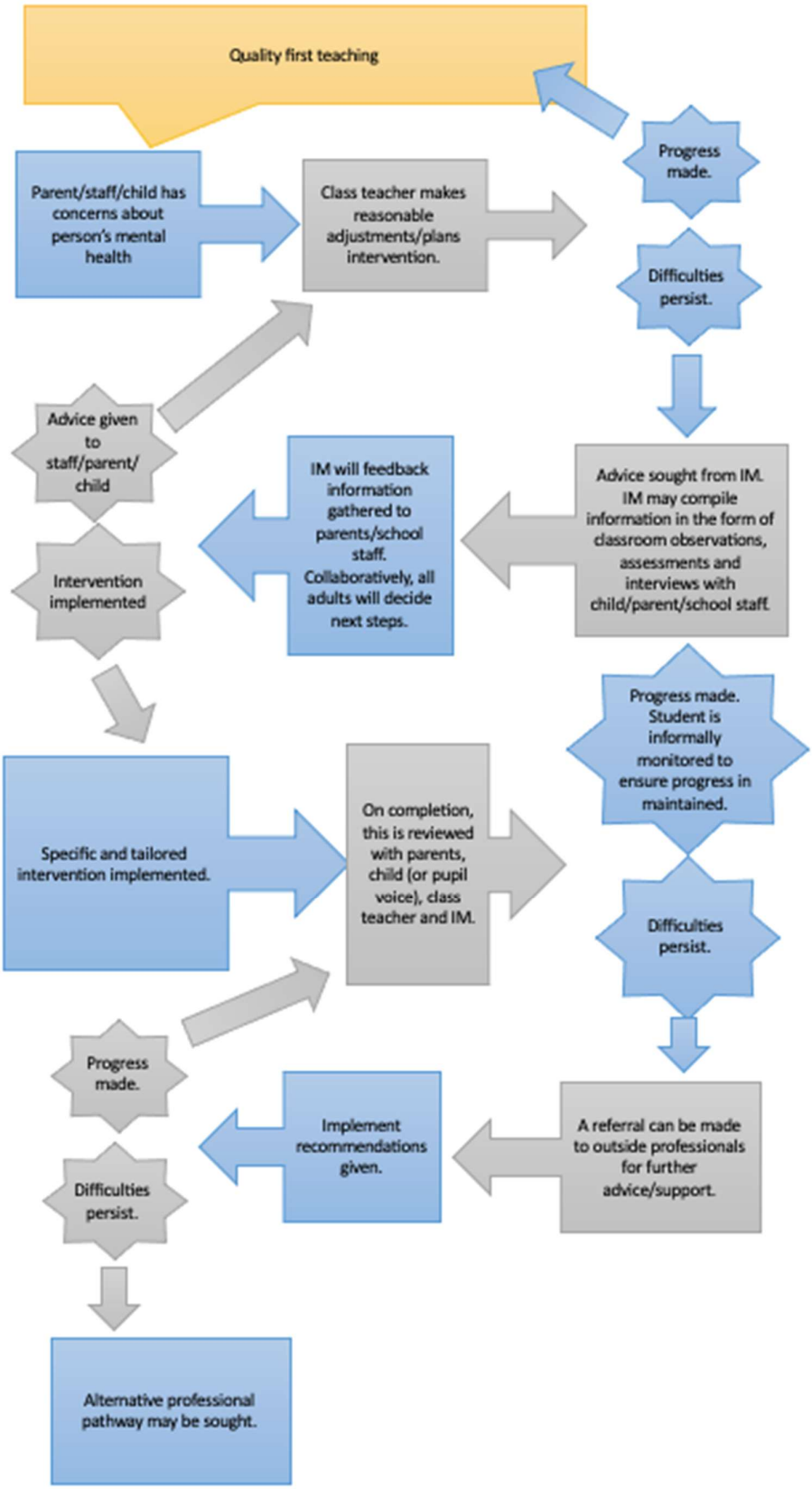
Our policy aims for all staff to take responsibility to promote the mental health of pupils and each other. We respect the choices children and adults make in who they choose to share their concerns with. However, key members of staff may be sought for specific advice or support.:

- Lucy Coates – SENDCo/Senior Mental Health Lead
- Rob Campbell – Designated Safeguarding Lead
- Julie Swinbank – Deputy Designated Safeguarding Lead
- David Fenn – Deputy Designated Safeguarding Lead

Connections with other professionals

We work closely with outside agencies and other professionals in supporting the wellbeing and mental health needs of our RMS family. These include:

- Emotional resilience team
- Early help
- Healthy child team
- Young carers
- North Yorkshire Hub service
- CAMHS
- Compass Phoenix
- Homestart
- Best Start in Life

Support pathway

The flowchart below details the process of identification and our graduated approach.