

Iceni Primary's Well-Being and Mental Health Strategy.



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Our Strategy to Support Mental Health



At Iceni Primary, we are committed to supporting the emotional health and well-being of our students and staff.

We recognise that well-being/mental health is a continuum, and students may and staff may move along the continuum according to life experiences and challenges. At times, we may need additional emotional support.

Positive mental health is a priority for all of us at Iceni Primary and we aim to equip all students with resilience and strategies to manage their mental health.

We:

- Help students to understand their emotions and feelings better
- Help students to feel comfortable sharing concerns and worries
- Help student form and maintain social relationships
- Promote self-esteem and resilience.

We have a separate Well-being guide for staff, available on request or in our staffroom.

At Iceni Primary, we understand Mental Health and Well-being as a continuum. At different times, students may be at different points on the continuum. Throughout their lives, our young people will experience a range of mental health and well-being. Our aim is to provide them with strategies and knowledge to protect themselves and understand how to seek help if they need it.

Wellbeing and Mental Health: A Continuum



Mental Health and Resilience
















<ul style="list-style-type: none"> Temperament (Overly shy or aggressive) Low self-worth Learning difficulties Impulsivity Poor social skills Inconsistent or unclear discipline Lack of warmth and affection Poverty Drug abuse in family Mental health issue in family Domestic violence Adverse Childhood experiences (ACEs) 	<ul style="list-style-type: none"> Able to regulate emotions Good coping and problem solving skills Optimistic Connected to family, school and family community Positive parent or carer relationship Family provides structure, limits monitoring and predictability Clear expectations for behaviours and attitudes.
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Adverse Childhood Experiences

3 - 18 year olds with experience of:

Abuse & neglect at home	Living in care or being homeless	Parent & carer problems
 Sexual abuse  Verbal abuse  Physical abuse  Neglect	 Living in care  Homeless	 Domestic violence  Incarceration  Alcohol abuse  Drug use  Mental illness  Parental separation  Death

The CDC-Kaiser Permanente Adverse Childhood Experiences (ACE) Study found that key experiences in childhood, summarised above, had significant impact on later-life health and well-being. This is why it is so important to support children with any issues now.

NHS: A Graduated Approach to supporting Mental Health



Iceni Primary's Approach to supporting Mental Health

Step 1

- **Universal Approach:**
- Part of RSHE
- Assemblies
- PE
- Mental Health Awareness days
- Family time sessions
- Worry Box
- Monitoring of attendance.
- Discussions in staff briefings.
- Whole school commitment to well-being.
- Recovery curriculum. (see more about this on the next page)

Step 2

- **School supported Individual student help:**
- Referral from staff or parent or Boxall profile results analysed to look for where support is needed or a specific need arises.
- Parents and student spoken to. Followed up with a 6 wk plan of pastoral based intervention, which must be signed by parent.
- Logged on cpoms.
- Weekly chats offered with key member of staff.
- Monitor.
- Repeat Boxall.

Step 3

Specialist Mental Health external agencies involved:

- After agreement with parents and student where possible, contact an external agency, such as:
 - Point 1
 - CAMHS
 - LA SEMH Team
 - EPSS
 - Young minds
 - Pandora
 - Nelson's Journey
 - School Nursing Team (parents can also refer)

Step 4

Highly specialised Mental Health Services.

External Agencies take the lead and school to provide support but only under their guidance.

Step 5

Inpatient Treatment

Mental health specialists take the lead.

School rarely involved apart from keeping in touch if that is what is considered best for the student.

Each class will have the following in place to help meet the well-being needs of the children in our academy:

- Teaching/recapping on metacognition strategies.
- Providing 5 minutes each day for children to ask questions. Using active listening techniques.
- ‘Ask It basket’ in each class.
- Good communication with parents – phoning home to discuss any worries or concerns.
- Family Time Activities such as Mindfulness colouring, listening to music, class council.
- Creating a class happiness box – a list of things that the children want to add into their ‘box’ that makes them happy in school. This is displayed on the wall for all to see and refer to. It can have things such as cuddling the class soft toy, looking at a book in the book corner, talking to the teacher, playtime, ‘show and tell’ – anything that helps to regulate the children.
- Using story time to read therapeutic stories.

The importance of Clear communication

We understand the importance of working with colleagues, children and their parents to ensure everyone is mentally well. This is why we will always talk to parents straight away if we have any concerns or need to find out more. We know that parents can support their children if they feel empowered and supported themselves, so we will do our best to provide this support.

Local Organisations to support children and young person's mental health

Young Minds

Our vision is clear: we want to see a world where no young person feels alone with their mental health.

To achieve this, that wait for support has to end. If all young people can get the mental health support they need, when they need it, we can stop an emerging mental health need becoming a crisis. This is our purpose – and we are absolutely clear about how we can make it happen.

Through three bold, new strategic programmes, we are focusing our work to have as great an impact as we possibly can for the young people who need us.

[YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#)

Just One Norfolk

[Health Advice & Support for Children - Just One Norfolk](#)

Anna Freud Centre

We're transforming mental health by working with infants, children, young people and their families, their communities and professionals to deliver timely evidence-based support for all.

[Anna Freud National Centre for Children and Families](#)

Every Mind Matters – NHS

Looking after a child or young person's mental health

As parents and carers, there are ways we can support our children to give them the best chance to stay mentally healthy.

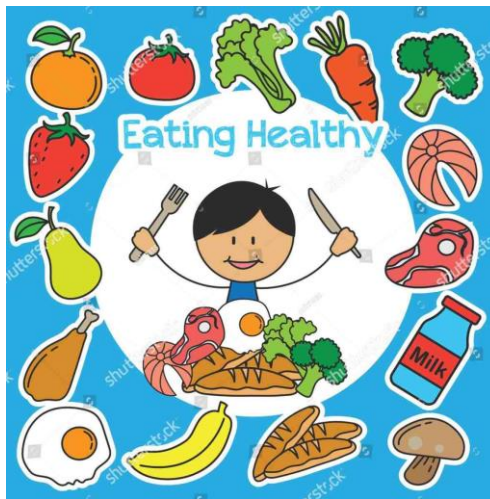
Encouraging and guiding a child to think about their own mental health and wellbeing are vital skills you can teach them from a young age.

Find out how you can help a child to have good mental health, including knowing how to talk to a child about their mental health, and when to spot signs they might be struggling.

Plus get self-care tips for you, to help you look after your mental health while caring for others, and find out how to get more support if you, your child or your family need it.

[Children's mental health - Every Mind Matters - NHS \(www.nhs.uk\)](https://www.nhs.uk/childrens-mental-health-every-mind-matters)

Hi There! The next **two pages** are just for kids! These things help you to look after your mental health



If you are feeling sad it is okay, we all feel like that sometimes. Try doing something you really enjoy because that will help you feel happier.

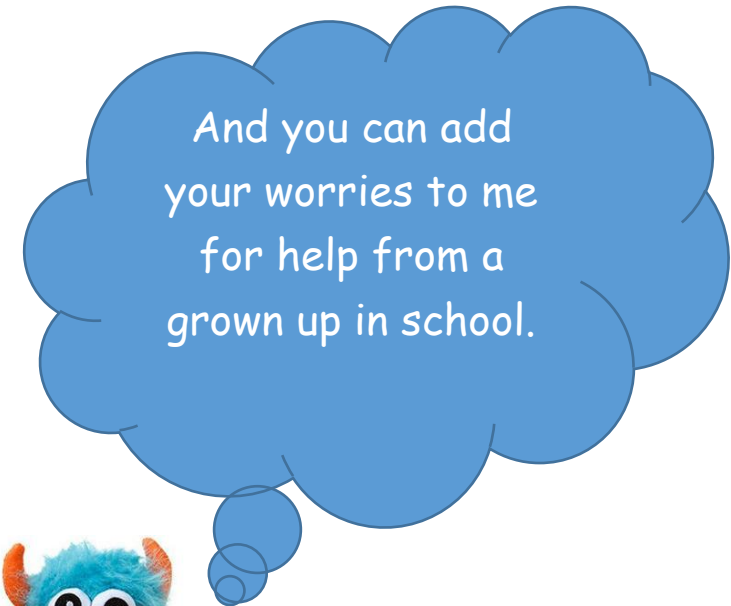
If you keep feeling sad, angry or unhappy it is a good idea to tell someone like your Mum, Dad, teacher or another trusted adult. They will be able to help you to feel better. If you don't want to say it, write it down or draw a picture and give it to them. You can use Wilfred in school to tell a grown up how you feel.



Watch these clips, they are really good

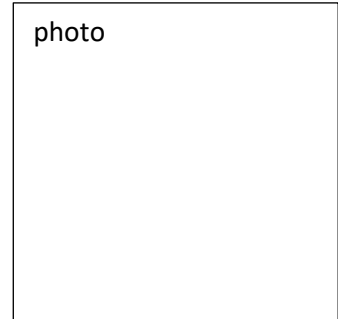
[Talking Mental Health - Bing video](#)

[Coping Skills For Kids - Managing Feelings & Emotions For Elementary-Middle School | Self-Regulation - Bing video](#)





Our Strategy to Support Mental Health



Intervention Plan for..... Date:

Reason support is being offered:	Boxall Profile indicator:
Comments from child including what the preferred outcome is:	
Comments from parent including what the preferred outcome is :	

Comments from teacher:	
What support are we providing? Person leading: When: Name of intervention: How long for? How will information from the sessions be recorded?	Agreed and signed by: Child: Parent: Mental Health Lead: Date for review meeting (6wks):