



Little Ealing Primary

Wellbeing and Mental Health Strategy

'Mental Health – Everyone's Business'



Pastoral Group

Designated Senior Mental Health Lead

Halina Rooney

Mental Health and Wellbeing Governor

Resham Barauh

Mental Health Leads

Susannah Cooke (Upper School)

Carina Thiessen (Lower School)

School Council Lead

Karolina Meyer

Mental Health Champions

All Teachers

Art Therapy

Chloe Kubicki

Let's Talk and Mentoring

Tracy Ashby

What is Wellbeing?

'A state of well-being, Mental health, is defined as a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.'

World Health Organisation

Rationale

- 1. Building a sense of connectedness and belonging**
- 2. Building academic resilience**
- 3. Minimising the harmful effects of stress and heightened anxiety**
- 4. Providing effective support for all stakeholders**
- 5. Helping each individual to achieve an appropriate work-life balance**

Five to Thrive



Connect (with friends, family, community)

Keep Learning (at school, at home, in the community, learner dispositions)

Be Active (keep physically well, try new hobbies)

Take Notice (MindUp, reflections, values)

Be Creative (things you enjoy, new hobbies, challenges, thinking outside the box)

<https://www.youtube.com/watch?v=yF7Ou43Vi6c>

Five to 'R'ecover

Reflection (self-awareness and choices)

Recognition (noticing signs of distress)

Relationships (reaching out to others for help)

Regulation (strategies which help maintain wellbeing)

Resilience (to be able to recover quickly)

Pupil Mental Health and Wellbeing

Universal

- Designated Senior Mental Health Lead
- Mental Health First Aiders
- Mental Health Champions – teachers trained by Place2Be
- Mental Health and Wellbeing weeks – 2 weeks at start of new academic year off timetable; 2 weeks at the end of the year for transition
- Five to Thrive Mental Health and Wellbeing programme with weekly sharing of ideas and strategies
- Emotional Literacy lessons at the start of the new academic year following the Hamilton Trust lessons
- North Star, Mission Statement, Visions and Values, Learner Dispositions and British Values
- Behaviour for Learning Policy
- MindUP and developing a Growth Mindset
- Online safety training and guidance throughout the curriculum; safeguarding training/NSPCC training
- Pupil survey
- PHSE; learner dispositions taught throughout the curriculum
- Meet and Greet daily: SLT and staff meet and greet each child on the playground
- Zones of Regulation
- Worry Boxes; Calming area, calm down box and calming strategies; Gratitude jars/books
- Collective Worship
- Let's Talk self-referral: Y3-Y6
- Parental support: weekly newsletter articles to support Wellbeing
- Circle Time

- Parentzone: Ollee <https://app.ollee.org.uk/#/welcome>; a digital friend for children aged 8-11 created by Parent Zone and funded by BBC Children in Need
- Academic Resilience Curriculum
- Relationship Curriculum

Targeted

- Pastoral Support Team
- Let's Talk mentoring/coaching
- Draw and Talk therapy
- 1-1 Mentor/Key adult
- Nurture Groups
- Structured Playtimes – to be reinstated
- PALS (peer assisted learning strategies): peer playground buddies – to be reinstated
- Interventions: Practical pragmatics, social groups, friendship groups, social stories, cartoon concepts, social stories

Specialist

- Art Therapy
- Draw and Talk therapy
- 1-1 mentoring
- Ealing Primary Centre Outreach support
- Specialist Leading Educator (SLE) – assessment and therapeutic intervention
- Child Psychology assessment
- CAMHS (child and adolescent mental health service)
- SAFE (supportive assistance for families in Ealing)
- ECIRS (Ealing children's integrated response service) – advice and referral service
- Speech and Language Therapy
- Educational Psychology involvement

Staff Mental Health and Wellbeing

Universal

- Trained Senior Lead for Mental Health
- 2 wellbeing leads
- Governor with responsibility for Mental Health and Wellbeing
- Staff Wellbeing questionnaire
- Reduced planning (Specialist plan Music, PE, MFL)
- PPA at home
- Standardised English planning sequence
- White Rose Hub maths planning
- Purchased schemes of work for Geography, History, Science, RE
- Standardised whole class reading instead of carousel guided reading
- Reduced marking policy
- Limited after school meetings
- Carefully scheduled activities to times that are not already busy
- Complimentary tea and coffee
- Complimentary lunches during staff insets
- Professional Development Opportunities
- Developing staff potential opportunities e.g. on the job training
- Action for Happiness calendar:
www.actionforhappiness.org
- Green days (wellbeing days)
- Socials
- Staff shout outs
- No expectation of an immediate response to emails; no emails after 5pm
- Not all of the directed time for teachers is directed

Targeted

- Mental Health Championship training for all teachers

- Webinar support sessions open to staff to book led by the NHS to support Mental Health and Wellbeing such as low mood etc.
- Attachment training for all teachers supporting children with ACEs (adverse childhood experiences)
- Coaching
- Tea and talk sessions
- Supervision for DSL, Deputy DSL and Let's Talk Mentor

Specialist

- Access to confidential support via www.workoptions.co.uk,
- The Education Support Partnership offering 24 hour support on 08000 562 561
- Occupational Health support and referral

Parent/Carers Mental Health and Wellbeing

Universal

- Trained Senior Leader for Mental Health
- Governor with responsibility for Mental Health
- Weekly newsletter with articles around Mental Health and Wellbeing
- Parents survey
- Parentzone: Ollee <https://parentzone.org.uk/Ollee> parent support for children; Ollee is a digital friend for children aged 8-11 created by Parent Zone and funded by BBC Children in Need to support children's emotional wellbeing

Targeted

- Consultations with Deputy Head and Inclusion Lead/SENCO/DSL/DSL-MH
- Resources that mirror provision in school shared with parents
- Drop in sessions with Speech and Language Therapist
- Ealing Local Offer
- Ealing courses
- Signposting of services in Ealing
- National Centre for Children and Families: <https://www.annafreud.org/parents-and-carers/>
- NHS Every Mind Matters – Mental Health Support: www.nhs.uk/mental/wellbeing
- Young Minds Support for behaviour and mental health: www.youngminds.org.uk
- Mental health and parenting/NSPCC: www.nspcc.org.uk
- Coffee mornings
- Positive Parenting Course run by the Local Authority
- Speech and Language Therapy workshops

Specialist

- Speech and Language Therapy support and advice
- Educational Psychology support and advice
- Child Psychology support and advice
- Ealing Primary Centre support and advice
- SAFE – supportive assistance for families in Ealing
- Parenting courses:
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=rRAI1fyviG1>;
 - Ealing Children's Integrated Response Service on 0208 825 8000 (Option 1)
 - Online Courses:
 - Triple P Parenting Course
 - Strengthening Families, Strengthening Communities Parenting Programme (3-19years)
 - Strengthening Families, Strengthening Communities – targeted planning -
 - Webster Stratton Incredible Years ASD, ADHD, ODD and challenging behaviour -
 - Webster Stratton Incredible Years ASD and Language Delays -
 - Family Ties
 - Family Links Nurturing Programmes
 - Family Links – Additional Needs -
 - Family Links – Neurodevelopmental Needs

Five to Thrive (CLANC)

Appendix 1 – Connect

Connect

Connecting with others is important for well-being. Young people told us how important it is to stay connected. Some examples they gave of staying connected are:

- Staying in touch with friends
- Speaking to family
- Speaking to a trusted adult
- Seeing people face to face
- Seeing people online
e.g. FaceTiming/video calls,
texting and using social media
- Talking through problems/
sharing how you're feeling
- Supporting each other

'Contact with other people. Hiding away and not interacting is the worst thing. You should definitely go out at least once a day even just to the front door because it makes so much difference.'

'Talking to a trusted adult.'

'If you can try and FaceTime as often as you can with your friends because personally it really comforts me. It isn't the same as seeing them in person but you are still seeing them.'

'Be vocal about your problems. Don't be scared to say stuff to people around you.'

Five to Thrive (CLANC)

Appendix 2 – Keep Learning

Keep Learning

As well as being fun, learning new skills or hobbies and challenging yourself can be really positive. Young people told us they had started to learn new things like:

- Baking
- Languages
- Playing a musical instrument or creating music
- Starting a project
- Starting a new hobby

'Actually been practicing with my mum to do cooking - new hobby for me.'

'Get a new hobby or learn a new skill.'

'I would say to try new things such as a new hobby like learning to cook/bake or a new musical instrument.'

'A big thing is definitely have a project to do. I know that not everybody can do a project or find the motivation for it, but I have a friend who was having a really hard time with this until he got a project to do and now he's much more chill, his mental health's in a better place. I've been having my projects that I've been doing. I think if I didn't have those I would be a bit lost, plus I still have schoolwork to do.'

Five to Thrive (CLANC)

Appendix 3 – Be Active

Be Active

Being active and looking after our physical health are just as important as looking after our mental and emotional health – and the two are connected.

Young people told us how much staying active indoors and outdoors, and finding things they enjoy, helps them. The activities they mentioned they enjoyed included:

- Walking
- Running
- Cycling
- Keeping fit
- Trampolining
- Being outside
- Going to parks

'Please don't look at your phone all day. I sound like a mum or dad saying this, but it's bad for your mental and physical health. Get fresh air! We have gardens and pavements and parks for a reason!'

'Exercise and being outside helps more than I realised.'

'Don't sit on social media all day, do things with family and go out for a walk.'

'Try and do a new thing every day, exercise, talk to friends. Don't sit around doing nothing all day because that leads to laziness, low energy levels and unhappiness.'

'Keeping active, running, cycling, going on the trampoline.'

Five to Thrive (CLANC)

Appendix 4 – Reflect/Take Notice

Reflect/Take Notice

Young people told us it is important to have time or space to think and take notice of how you feel. This might mean taking a break from being busy.

'Don't dwell on being sad. Study. Write your feelings down in a diary.'

'Stay hopeful and positive as much as possible and if you are feeling down let yourself be upset for a while and then work to try and be happy.'

'Ask for help if you need it. Take time to relax and chill out.'

'Make sure you're checking in with yourself and your friends. Make sure that you're trying to do things that keep you mentally sane because it's so weird, everyone's saying it's a weird time, and it is. So it's good to check in with yourself, like do some meditation, do some journaling, call a friend that you haven't spoken to for a while and just try and stay as present as you can.'

Five to Thrive (CLANC)

Appendix 5 – Be Creative

Be Creative

Sometimes it's important to be creative and do things just for fun. Some of the things young people told us they enjoy included:

- Gaming
- Playing an instrument
- Doing more creative stuff
- Drawing
- Reading

If they have an Xbox or PC they should get on and play because it really helps when you're bored and it's time consuming.'

I've been trying to do more creative stuff with the time I have.'

I've gone back to lots of hobbies that I ran out of time for with college and stuff but drawing is a big one that I started doing again. I stopped doing that for like a year, and reading I stopped doing

for a long time and I started doing that again as well.'

I went back to an old hobby that I haven't done for a while - playing guitar. I haven't played in like over a year or something like that. So I'm really happy that I'm doing it again.'

I have been developing a comic for ages, but I've never had the time because of all the school stuff to actually start doing it, and I've finally got around to doing that. And also, I kind of already started doing this beforehand, but the pandemic gave me the time to sit down and finish a bunch of costume stuff too, so that was cool.'

Five to Recover

Appendix 6 – Reflection and Recognition

What?

- Recognising when you/someone isn't 'okay'
- Supporting each other

Why?

- Shared understanding and experiences can help to normalise how we are feeling

How?

- Make time to 'check in'
- Make time to share good news
- Notice...that someone might not be doing so well
- Listen...to what their experience is
- Use your Mental Health Lead

Five to Recover

Appendix 7 – Regulation

Exercise

What?

- Any form of exercise you enjoy!

Why?

- Research supports the benefits of exercise for reducing stress, boosting mood and promoting self-esteem
- During exercise, our bodies release endorphins which promote that feeling of enjoyment

How?

- Could you walk or cycle to work instead of driving?
- Or take a short walk at lunchtime?
- Organise group classes?
- Take up a new sport?

Food

What?

- Choosing options that keep us well-fuelled and hydrated

Why?

- The brain-gut connection is increasingly becoming an area of interest
- What we eat can affect how we feel

How?

- Switch out sugary snacks – Sugar causes energy levels to rise quickly and then dip suddenly
- Stay hydrated – Drinking water is best
- Try to get a varied and balanced diet

Sleep

What?

- Aim to get 8-10 hours of sleep each night

Why?

- We can go longer without food than we can without sleep
- When we sleep our body is able to process emotional experiences, recover physically
- A good night's sleep is associated with better attention, productivity and decision-making

How?

- Get some good sleep habits in place where possible e.g. Optimising your sleep environment, relaxing before bedtime, limiting blue light devices and technology at bedtime, try to improve sleep-wake routines...

Relaxation/Mindfulness

What?

- Engaging in meaningful relaxation activities

Why?

- Relaxation and mindfulness have been found to have positive impacts on both physical and mental health
- Mindfulness has been found to reduce stress and increase self-compassion in teachers

How?

- Apps
- Daily mindfulness practices
- Breathing exercises or progressive muscle relaxation

Gratitude

What?

- Recognising, appreciating and being thankful for what you have

Why?

- Gratitude has been found to impact positively on wellbeing, sleep and stress

How?

- Discussions with colleagues/family members/friends
- Gratitude journals
- Gratitude walls
- Gratitude jars
- Shout out boards

Maintaining Balance

What?

- Considering and recognizing the various demands on your time
- Are there any ways that you can better balance the scales?

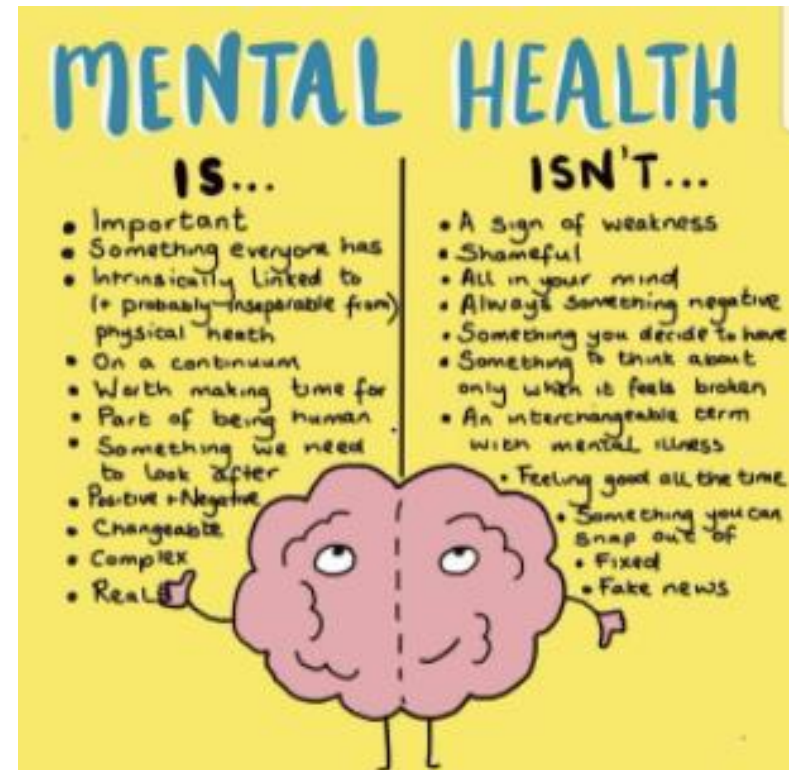
Why?

- Stress over long periods of time has a detrimental effect on our physical and mental health
- Self-compassion has been found to have positive impact on stress and coping
- Remote working can blur the lines between work and home

How?

- Lists and schedules
- Build well-being practices into your day
- Consider a compassionate language shift should to could
- Ask yourself whether you can control it!

In conclusion....



*Working together to keep us all safe
and mentally happy.*