





**Mental Health and Well-being**

**Our Mental Health, Well-being and Inclusion Team**

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## Supporting our children

We want our pupils to flourish and achieve their greatest potential at Balcombe C of E School in all aspects of their lives: intellectually, morally, socially, and emotionally.

Our school takes the wellbeing of our children very seriously and through our mission we encourage a culture that upholds respect, compassion, nurture and understanding.

We take a whole school approach to well-being that encourages children to build emotional resilience and helps them to understand the importance of looking after their own mental health, as they face the various challenges that modern life presents.

We deliver this whole school approach using our Jigsaw PSHE programme. We enhance this programme with a range of further support programmes as described below. We refer to the range of supportive provision we offer children and their families as our 'Graduated Approach for Mental Health and Well-being.'

## The Four Stages of our Graduated Approach for Mental Health and Well-being

Stage	Provision required	Support and provision	Monitored by
1	Universal provision for <u>all children</u>	<ul style="list-style-type: none"> <li>• Jigsaw - a whole school PSCHE approach (which includes 'check-ins' small group and class discussions as well as Circle Times and time for reflection and calm)</li> <li>• Assemblies</li> <li>• Check-ins - Staggered start to the school day;               <ul style="list-style-type: none"> <li>○ Classroom doors open 10 minutes before school starts to allow a staggered and calm start to the day and for all pupils to get an individual 'check-in' with their teacher. This enables staff to continually 'check in' on their children.</li> </ul> </li> <li>• Check-ins continued' - Breakfast clubs or Early Birds               <ul style="list-style-type: none"> <li>○ Some children can arrive earlier to school to ensure a calm start to the day.</li> </ul> </li> <li>• Calm areas of classrooms to support and promote rest and reflection – Worry Monster toys and Colour Monster toys are used to support children's ability to communicate how they are feeling and to prompt discussions</li> <li>• Nurture groups at lunch (small, quiet play zones are set up at lunch to ensure that those children who need a quiet place to eat and then play can do so).</li> <li>• All parents can access the SENCO should they need to discuss their child's needs (and are invited to)</li> <li>• All parents are signposted to mental health and well-being advice – on website/below</li> </ul>	<p>Children's mental health and well-being is monitored by Class Teachers and discussed with parents and the SENCO</p> <p>Any concerns raised by any stake holder are discussed with the SENCO. Children may be referred by themselves, by their class teacher, parent, SENCO or DSL to the following stage (Stage 2 – enhanced provision).</p>
2	Enhanced Provision/	<p>Getting help to those who need focused goals based support.</p> <p>Provision:</p> <ul style="list-style-type: none"> <li>• Play Therapy</li> <li>• Lego Therapy</li> <li>• Nurture Group – Self-esteem groups</li> <li>• Learning Mentor</li> <li>• Educational Psychologist</li> </ul>	<p>Children's mental health is monitored by the Mental Health and Well-being Team as well as class teachers and families. Pupil Voice is included.</p> <p>If further support is needed then children are referred to Stage 3 – see below</p>
3	Intensive additional support	<p>Getting more help for those who need more extensive and specialist goal-based support.</p> <ul style="list-style-type: none"> <li>• School nurse</li> <li>• CAMHS/CMHL</li> <li>• SPOA</li> <li>• Beacon House</li> <li>• Early Help</li> <li>• EBSA</li> <li>• ASCT/LBAT</li> </ul> <p>Our Learning Mentor supports the work of the agencies above in her one-to-one work with children needing the above services.</p>	<p>Children's mental health is monitored by the Mental Health and Well-being Team as well as class teachers and families. Pupil Voice is included.</p> <p>Children's mental health is also monitored by the outside agencies listed, where appropriate.</p>

## **Support for Parents**

Always come and speak to us if you have any concerns about challenges your child or family may be facing. Your child's teacher should be your first point of contact, but you can contact Mrs Hoddell our SENCO through [parents@balcombeschool.co.uk](mailto:parents@balcombeschool.co.uk) or by telephoning 01444 811403.



**Here are some useful organisations who may be able to provide further information and support:**

Young Minds (with advice for parents on supporting children's mental health): <https://www.youngminds.org.uk/>

Place2Be (with advice for parents): <https://www.place2be.org.uk/>

Anna Freud (with advice for parents including early years children): <https://www.annafreud.org/>

Every Mind Matters (Children's mental health) <https://www.nhs.uk/every-mind-matters>

Winston's Wish (for bereavement) <https://winstonswish.org/>

Reaching Families (for families of children with SEND): <https://www.reachingfamilies.org.uk/>