



The Blidworth and Rainworth Primary School Partnership: Whole School Approach to Mental Health and Wellbeing

Key Aspect:	What this looks like in our schools:
Our Vision:	<ul style="list-style-type: none"> ➤ Our vision is to give everyone in our school community the support and confidence they need to build and maintain healthy relationships, cope with the stresses of everyday life and thrive.
How we provide visible senior leadership for mental health and wellbeing:	<ul style="list-style-type: none"> ➤ Senior leaders and the governing body set a culture that values and includes the whole school community, enabling them to talk about problems in a non-stigmatising way. ➤ Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. ➤ Leaders and staff have created a culture of vigilance where pupils' welfare is actively promoted.
How our culture, ethos and environment promote respect and value diversity:	<ul style="list-style-type: none"> ➤ We have clear policies on behaviour and bullying that set out the responsibilities of everyone in our schools and the range of acceptable and unacceptable behaviour for children, young people and learners. ➤ There is an ethos of good behaviour, respect for staff and pupils and an understanding of how our actions affect others. ➤ Leaders, staff and pupils do not tolerate prejudiced behaviour. ➤ Pupils are listened to and feel safe.
The focus given within our curriculum to promote resilience and support social and emotional learning:	<ul style="list-style-type: none"> ➤ RSHE is embedded in our curriculum and is referenced in teaching, assemblies and during break times.



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How we ensure that all pupils/students have the opportunity to express their views and influence decisions:	<ul style="list-style-type: none"> ➤ We have a School Council in place who meet regularly. All classes are given the opportunity to voice and share their opinions and this is taken to a meeting held with the Head of School. All feedback is given in a timely manner and any requests that have not been met are explained to the children.
How our staff are supported and developed in relation to supporting their own wellbeing and that of our pupils/students:	<ul style="list-style-type: none"> ➤ Social and emotional wellbeing is referenced in our school policies. These policies are monitored and evaluated.
How we Identify the needs of our pupils/students and monitor the impact of interventions in this area:	<ul style="list-style-type: none"> ➤ We have a robust system in place through SAFS. Meetings are held half termly where a member from each phase attends to discuss children they are concerned about. A plan of action is then put into place to address those concerns. All actions taken are then reviewed at the following meeting (if not before).
How we work in partnership with parents and carers to promote mental health and wellbeing:	<ul style="list-style-type: none"> ➤ We have strong lines of communication with our parents and always actively encourage parents to get in touch with any concerns.
How we provide targeted support and ensure that we make appropriate referral to support services for pupils/students with particular mental health and wellbeing needs:	<ul style="list-style-type: none"> ➤ We have an effective team (SLT, SENDCO, Mental Health Lead & Pastoral Lead) who ensures all staff know how our school identifies and supports pupils/learners with persistent mental health difficulties and how to liaise with external agencies as necessary.