

## Whole School Approach to Mental Health – AFS and CHMS

| Key Aspect:                                                                                               | What this looks like in our schools:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Our Vision:                                                                                               | <p>At AFS and CHMS we embrace a Thrive approach. Thrive helps our schools adopt a whole-school or college approach to mental health.</p> <p>Senior leaders, teachers and all school staff, as well as parents, carers and the wider community work together to support pupil mental health.</p> <p>At AFS and CHMS we are committed to a whole school approach to promoting excellent choices. We use the phrase, 'Ready, Respectful and Safe' (taken from the inspirational behaviour management author, Paul Dix, 'When the Adult Changes, Everything Changes).</p> <p>Across both schools, staff invest quality time building strong, trusting relationships; this lies at the heart of our Relationships and Behaviour policy and what we believe leads to a happy and harmonious school community.</p> <p>Our shared vision places a strong emphasis upon supporting and encouraging our children to be emotionally resilient individuals who can manage their way through the challenges they meet. We show them the way by developing their understanding of our school values: Aspiration, Respect, Tolerance, Responsibility, Honesty, Happiness. Developing such qualities shapes their character. To strengthen their character development we teach them about making good choices.</p> |
| How we provide visible senior <b>leadership and oversight</b> for Mental Health.                          | <p>All Thrive assessment plans and action plans are checked and monitored on a half termly basis.</p> <p>Ready, respectful, Safe school expectations are monitored by SLT.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| How our culture, ethos and environment is focused on ensuring Mental Health is at the core of what we do: | <p>Thrive approach is a therapeutic technique to help support children with their social and emotional development. Thrive approach is a whole school strategy based around, current models of child development and current studies of effective learning to help schools to</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|                                                         | <p>understand children's needs as shown by their behaviour. The development of children is dependent upon having certain needs met. This hierarchy of needs has to be addressed in order for healthy child development. In this article, we address some questions about thrive and the various thrive assessments.</p> <p>The Thrive approach provides practical strategies and methods and is created on basis of online assessments which specify the emotional development of children and action plans to fulfil their individual needs. Class thrive activities and techniques can be used by whole classes to address any matters of child development or as a component of PSHE sessions in school. Mental health awareness has improved in recent years and these types of assessment tools are designed to give Schools a clear a picture of the key development milestones. Whether you are a special school or a mainstream school, mental health difficulties need to be addressed at their earliest stage.</p>                                                                                                                                                                                   |
| The focus given within our curriculum to Mental Health: | <p>Our PSHE curriculum incorporates educating about mental health. Our PSHE curriculum helps children and young people to understand their own and others' emotions, develop healthy coping strategies and seek appropriate support. And talking openly about mental health issues is an effective means of breaking down any associated stigma.</p> <p>Teaching about mental health and emotional wellbeing is also now a requirement as part of statutory Health Education. Our guidance, lesson plans and training will help you cover all statutory content safely, sensitively and in a way that's appropriate to age or stage of development.</p> <p>PSHE education equips pupils to adopt healthy behaviours and strategies from an early age, and to seek trustworthy support when they or their friends need it. Protective learning – including good communication, problem-solving, healthy coping skills, resilience and recognising emotions – can reduce the risk of pupils turning to unhealthy coping mechanisms. These factors lay the foundations for more specific learning about mental health later on, including a focus on issues such as depression, anxiety and eating disorders.</p> |

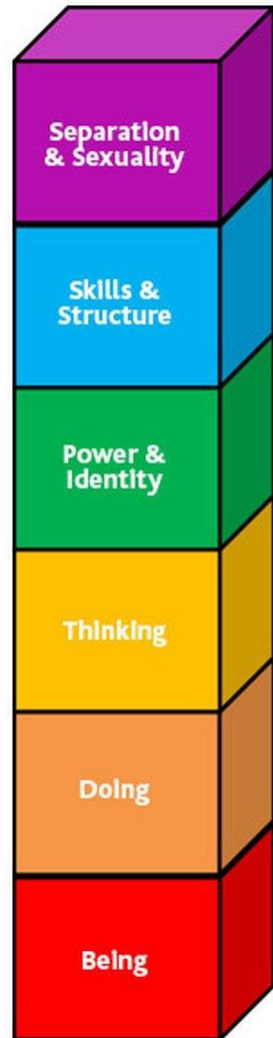
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| <p>How we ensure that all pupils have the opportunity to express their views and contribute to our Mental Health Policy, systems and practice.</p>                                 | <p>With the Thrive assessment tool staff assess pupils' social and emotional wellbeing and create tailored action plans to support them. This will result in whole class provision being put into place and further interventions.</p> <p>In each class there are worry boxes that allow all pupils to have the opportunity to share concerns and for staff to either act on these or being to SLT for whole school initiatives.</p>                                                     |
| <p>How our staff are supported and developed in relation to their knowledge of Mental Health.</p>                                                                                  | <p>All staff have completed trauma informed training. All staff recognise the widespread impact of trauma and understand paths for recovery; they recognize the signs and symptoms of trauma in patients, families, and staff; integrate knowledge about trauma into policies, procedures, and practices; and. The pastoral team educate all staff to ensure staff actively avoid re-traumatization.</p>                                                                                 |
| <p>How we ensure our policies, procedures and practices are up to date and in line with the Mental Health latest statutory guidance.</p>                                           | <p><a href="https://publishing.service.gov.uk">Mental health and wellbeing provision in schools (publishing.service.gov.uk)</a></p> <p>At AFS and CHMS we fulfil a range of duties to ensure schools take positive action to establish environments where all pupils are supported to engage fully. These duties encourage schools to promote a range of whole-school approaches and activities to develop respectful school communities and to support mental health and wellbeing.</p> |
| <p>How we work in partnership with parents and carers to promote Mental Health</p>                                                                                                 | <p>AFS and CHMS have a family support package which provides signposting to external support for families. This document is also available on the schools' websites. This includes the Worcestershire Early Help is a pathway to supporting parents/carers and their child as they grow up when they may need further support or guidance.</p>                                                                                                                                           |
| <p>How we contribute to the work of the Local Safeguarding Partners by working with other agencies to provide targeted support and ensure that we make appropriate referral to</p> | <p>We work with external agencies to support our pupils and families.</p>                                                                                                                                                                                                                                                                                                                                                                                                                |

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| Children's services and other agencies for pupils/students where necessary: |  |
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### The six developmental strands are:

1. Learning to be 0-6months  
(Being)
2. Learning to do 6- 18 months  
(Doing)
3. Learning to think 18 months – 3 years  
(Thinking)
4. Learning to be powerful and have an identity 3-7 years  
(Power and identity)
5. Learning to be skilful and have structure 7-11 years  
(Skills and structure)
6. Learning to be independent and secure in your sexual identity 11-18 years  
(Separation and sexuality)