

CHILTERN	Emerging
1. Leadership & Support	
Supports and champions efforts to promote emotional well-being	
<p>* The school has a clear mental health and well being policy that demonstrates an understanding of well-being, and how it is supported.</p>	
<p>* There is an identified Mental Health Lead in school</p>	
<p>* There is an identified mental health and emotional well-being 'school team'</p>	
<p>* Leadership can demonstrate commitment to Personal Development for Emotional Well-being.</p>	
<p>* Leadership are pro-active in their support for pupil's emotional well-being.</p>	

<p>* Leadership can demonstrate links with partner schools and support agencies for well-being.</p>	
<p>* Leadership can demonstrate their commitment to supporting staff's emotional well-being</p>	
<p>* Leadership can demonstrate their commitment to supporting parent's emotional well-being</p>	
	Emerging
2. Targeted Support an	
Identifies vulnerable individuals and groups and establishe	
<p>* Drawing on relevant DfES guidance, schools are able to identify children/young people experiencing or at risk of experiencing emotional and social difficulties</p>	

vulnerable children/young people have	
in the school as examples of planned and	
structured interventions used to address	
in the school as examples of assessments	
that the school has plans and protocols in	
place the school provides children/young peo	
ple the school staff are supported and build	
relationships with social workers eg CLA,	
Welfare Officers	
Vulnerable children/young people report	
feeling supported	

* Children/young people/parents/carers understand the targeted interventions and are supported in their use, including self-referral.	
---	--

Emerging

3. Ethos and Environment promotion

Provides clear leadership to create and manage a positive environment which enhance

The school has a behaviour policy that	
Leadership are effective in promoting and	
staff can demonstrate them	
The school has a vision, aims and school	
environment that is fully representative of	

Emerging

4. Curriculum Teaching and Learning

Has clear, planned curriculum opportunities for children/young people to un

The school can demonstrate that teaching	
The school has a teaching and Learning	
policy which considers the effect of	

<p>* Children/young people can describe how they learn to explore, express and manage their feelings and are able to empathise with others</p>	
<p>The school can demonstrate that the classroom climate is respectful</p>	
<p>* Links are made between emotional health promotion and other curriculum areas</p>	

<p>* Emotional and mental health are monitored and evaluated for impact and pupil progress</p>	
	Emerging
5. Identifying need and monitoring	
Has systems and tools that can feedback and validate	
<p>* Staff can demonstrate they understand the pastoral system and navigate it for their children/young people.</p>	
<p>* Children/young people say they understand the pastoral system and are able to easily access it and know how to seek help if they are upset or troubled</p>	

<p>* There is evidence that monitoring and evaluation is effective and meets the needs of all vulnerable groups.</p>	
<p>* There is evidence that monitoring and evaluation is shared with Governors, and is used to shape provision e.g. policy/practice and PSHE contact.</p>	
	Emerging
6. Staff development to support their	
Provides appropriate professional training for those in a pastoral role	
<p>* All staff have a clear understanding of resilience and their own role in promoting this.</p>	
<p>* All staff know how to help pupils access support within the school, or community with lead emotional well-being staff able to identify and access wider services.</p>	

<p>* Leadership play a key role in identifying and coordinating CPD opportunities to ensure that individual staff and the school team as a whole have the skills required to support mental health and well being.</p>	
<p>* Staff have the opportunities and platforms to investigate and request additional emotional well-being training and are encouraged to use these</p>	
	Emerging
7. Enabling Student Voice	
Provides opportunities for children/young people to participate in school	
<p>The school can demonstrate that ALL students have regular opportunities to</p>	
<p>* The school can demonstrate that students receive regular feedback on their concerns and innovations.</p>	
<p>* The school can demonstrate that there are a variety of mechanisms that enable all students to participate on emotional well-being issues/concerns.</p>	
<p>The school has a school council which has</p>	
<p>regular mental health and well-being</p>	
<p>activities and displays reflective</p>	

<p>* The school can demonstrate that pupils have opportunities for participation in school life e.g. reception, open evenings, mentoring</p>	
<p>The school can demonstrate effective community collaboration with young</p>	
	Emerging
8. Working with	
The school has a clear polic	
<p>The school can demonstrate that there is a</p>	
<p>clear policy of sharing information with</p>	
<p>the school has evidence they can provide</p>	
<p>the school has evidence of parental/carer</p>	
<p>contact-curricular feedback</p>	
<p>The school can demonstrate effective</p>	
<p>parent/carer engagement techniques</p>	
<p>* The school can demonstrate effective community engagement in working with parents/carers</p>	
<p>* The school can demonstrate effective use</p>	
<p>of websites and digital media in parental</p>	
<p>* The school has evidence of extra-curricular activities that support parental/carer support.</p>	

<p>* The school has evidence that they welcome parents/carers and they are included and supported in the school community</p>	
<p>Parents/carers know who to approach if they have concerns or information</p>	
<p>* The school can demonstrate effective use of additional support e.g. bereavement, social care.</p>	

Developing	Embedded
& Management	
note emotional health and well-being	
	Yes, on school website Included in school SDJ and reported to governors
	Claire Lundie- Assistant Head Teacher is the Mental Health Lead.
	Claire Lundie- Assistant Head Teacher is the Mental Health Lead. Lisa Greig- Safeguarding Deputy and Well being officer. Rachel Gledhill- Family links Officer. Rachael Rammage- School Nurse. Maria Greaves- FS/KS1 PSHCE Lead. Jessica Readhead- PSHCE- KS2 Lead. Laura Gibson- Assistant Head Teacher and staff well being lead.
	All leadership (& staff) dedicated to promoting emotional well-being as demonstrated through allowing running of various strategies and support systems (Jigsaw , mindfulness colouring club, peer massage, theraputic gardening, mindfulness art and craft club by school nurse, time out fairy garden. school is pro-active in allowing attendance at Headstart meetings and allowing projects to be trialed within school (Jigsaw Parents, jigsaw curriculum, outcome stars, resilience toolkit etc.) All staff attended mental health and well being courses.
	Headstart Mark of Excellence Award achieved and member of SLT is Mental Health lead. Mental Health lead enrolled on Advanced Mental Health Lead at Leeds Beckett University. Regular meetings to ensure clarity. School Nurse in 2 days a week to support emotional needs for all children, variety of clubs to support emotional well-being, peer massage in the curriculum and Jigsaw curriculum used from FS-Y6. MHP in school 2 days. Parent training on mental health awareness signs and symptoms. Staff drop ins for supporting own and children's mental health. Staff well being commitee.

<p>ACTION- To develop links with schools across Thrive Trust, sharing good practice.</p>	<p>DSL and SENCo attend termly DSL and SENCo network group across the trust, to share good practice in the area and tackle concerns, seek support as required. Excellent links between SLT and support such as Pet therapy. SEN and Safeguarding audit completed with Safeguarding and SEN Governor each year. Meetings with all secondary schools to aid transition and visits arranged for all pupils. Secondary schools attending Chat and Choose to discuss transition concerns with parents. Advotalk support active in school, Mental Health Practitioner in school. School Nurse 2 days in school. ELSA active in school.</p>
	<p>Bacon/ sausage sandwiches termly, days in lieu, running club for staff, YHCLT yoga club, school closed at 5pm. School Choir, open door policy, SLT in main building, member of SLT responsible for staff well-being, Staff drop ins with Mental Health Practitioner to support staff with their well being when supporting children's mental health. Staff training to identify children's signs and symptoms. Staff well being committee.</p>
<p>ACTION- Monthly parent event to support parental well being focus on parents with pupils with SEND. How can we support each other? Develop mental health training for parents.</p>	<p>Chat and Choose weekly events for parents. Parent training to identify children's signs and symptoms. Parent's involved with the Mental Health Practitioner work focus work with child and parents.</p>
<p>Developing</p>	<p>Embedded</p>
<p>id appropriate referral</p>	
<p>s appropriate strategies to support them and their families</p>	
	<p>All teachers monitor children for any changes in emotional wellbeing. Open discussions with parents regarding concerns Family Links Coordinator 'checking in' daily with children. Wellbeing sessions run by School Nurse and time to talk in class. Friendship groups. Running of various strategies and support systems (Jigsaw , mindfulness colouring club, peer massage, therapeutic gardening, mindfulness art and craft club by school nurse, time out fairy garden. TES develop training schedule for staff. LGBTQ training for staff, bereavement training. Staff training to be aware of signs and symptoms of ill mental health. Resilience workshops for classes Y1-6 developing a Resilience toolkit for coping</p>

	<p>wellfare/ pastoral plans in place for school uses interventions to identify and people who help us poster around school, support plans in place for some children in Headstart check not used when possible. school with Ne evidence feeling supported at school for evidence feeling supported at ELSA, MHP, Terrais, Advotalk, Rainrow start used for vulnerable children to discuss concerns before the school day.</p>
	<p>Regular SENCo meetings with parents keeping them updated regarding support. Parental discussions regarding support, as required - logged onto CPOMS Parental meetings (behaviour/ wellbeing) as needed and twice yearly parents evening and reports highlight any further support. Parents invited in termly to classes. Nurture club inclusive provision for pupils with significant complex SEND needs, AQA awards for pupils targeting a variety of life skills. Discussion at Chat and Choose with parents regarding headstart referrals, Katie Gots - LA SEND Caseworker discussing SEND pupils and signposting support</p>
Developing	Embedded
ing respect and valuing diversity	
s emotional health and well-being in school – including the management of behaviour,	
	<p>Positive Behaviour Policy Document- this Positive Behaviour Policy Document- this Behaviour and Attitudes audit (2.5.19) by Miss. Principal sent via school website along with aims values and ethos. Emotional well</p>
Developing	Embedded
aching & Learning	
nderstand and explore feelings using appropriate learning and teaching styles	
	<p>Jigsaw is taught as part of the regular school has a Teaching and Learning policy and SEND Policy and Emotional well-being</p>

	<p>Foundation Jigsaw Jennie books through to Yr6 Jigsaw journals</p> <p>Jigsaw Jennie termly plans (foundation)- School utilising Jigsaw planning structure and promoted on school website</p> <p>Pupils feedback from Jigsaw PSHE is extremely positive (Jigsaw display) Peer massage, mindfulness colouring club, arts and craft club, time out fairy garden, people who help us posters, friendship group, therapeutic gardening club, School Council pupil voice feedback children feel safe and able to talk about their feelings. Family Links Coordinator and School Nurse utilised for identified emotional needs- feedback collected and further addressed in wellbeing sessions, 1-1 and whole class. AQA Awards achieved by Nurture Inclusive Provision pupils to boost self-esteem. Get Glowing event- December 2021- event is to promote Positive Mental Health and Physical Wellbeing in those students who perhaps find it harder to engage in activity and/or suffer from Low Ability, Low Self Esteem and Low confidence</p>
	<p>theme books, planning and classroom environments highlight positive support</p>
	<p>School uses curriculum maps to identify and monitor all children and the support provided to meet their needs in curriculum areas. Regular assessment of all children, in all subjects, means that the monitoring of vulnerable children is highlighted and addressed through regular assessment reviews by the SLT at pupil progress meetings and informal support meetings weekly with the pastoral team- with actions and ways forwards for development included as part of the feedback</p>

	<p>Family Links Coordinator and School Nurse utilised for identified emotional needs- feedback collected and further addressed in wellbeing sessions. School uses curriculum maps to identify and monitor all children and the support provided to meet their needs in the curriculum areas. Regular assessment of all children, in all subjects, means that the monitoring of vulnerable children is highlighted and addressed through regular assessment reviews by the SLT through pupil progress meetings- with actions and ways forwards for development included as part of the feedback. Informal support meetings weekly with the pastoral team- with actions and ways forwards for development included as part of the feedback.</p>
Developing	Embedded
Monitoring impact of interventions	
measures that focus on well-being and mental health	
	<p>Evidence of children selected for School Nurse and Family Links Officer for emotional well-being work. Referral routes highlighted on staff noticeboard- and regular staff discussions regarding wellbeing/ safeguarding support and specified in policy. Headstart peer mentoring referrals, Advotalk, ELSA, MHP referrals, Shine referrals, Smile referrals, outcome stars, EHASH, turn to us referrals- all completed. Currently integrating resilience toolkit to identify needs of pupils.</p>
	<p>Children are aware of who they can speak to and who can support them regarding specific concerns- Highlighted through welfare sessions for those who require specific support (see plans) or through general conversations with pastoral team and in circles with staff. People who help us posters, pupil voice through school council,</p>

	<p>Behaviour review meetings put into place with a behaviour plan specified, if needed- wherever possible, this is through discussion with parent/carers. IEP's reviewed and evaluate the impact, Outcome stars, Jigsaw sessions feedback- School Nurse. IEP regularly updated including emotional wellbeing targets- these feed into next steps.- Boxall profiling used with some children (as required) Behaviour review meetings put into place with a behaviour plan specified, if needed- wherever possible, this is through discussion with parent/carers. SEN and Safeguarding audit by Trust lead, Jigsaw audit, outcome stars, Headstart peer mentoring referrals, Shine referrals, Smile referrals, outcome stars, EHASH, turn to us referrals-</p>
	<p>PSHE/Jigsaw feedback shared with governors as part of subject reports (Termly) Wellbeing development shared with governors as part of subject reports (Termly) Safeguarding audit completed with Safeguarding Governor annually. SEND audit completed with SEND Governor annually. Half termly SEND and Safeguarding update with the Governors by SENCO and DSL.</p>
Developing	Embedded
own well-being and that of students	
teaching role to support their own well-being and that of students	
	<p>All staff get involved in the implementation of support plans and structures- this is highlighted through behaviour support systems that are in place throughout the school and through behaviour policy and behaviour plans being shared and supported. Growth mindset approach and displays .</p>
	<p>All staff get involved in the implementation of support plans and structures- this is highlighted through behaviour support systems that are in place throughout the school and through behaviour policy and behaviour plans being shared and supported. Growth mindset approach and displays.</p>

<p>ACTION- Upskilling staff to support children's mental health needs; to include how to ask about mental health. Senior MHP to offer training to staff on 8th December at 3pm.</p>	<p>SENCo (SLT) signposts to appropriate courses. Family Links Coordinator and School Nurse signposts to appropriate courses, training and updates, including Headstart. Executive Head and Head of School ensure staff receive appropriate development through CPD meetings and discussions. All SLT involved in supporting emotional wellbeing including discussions within the SLT meetings (which includes the SENCo, Safeguarding, Pastoral, Mental Health lead) TES develop training schedule.</p>
<p>ACTION- Senior MHP will be available to speak with any staff members about concerns or queries relating to child mental health and looking after their own well being. MHP to begin offering half termly sessions starting on 3rd November 9.30-12.30.</p>	<p>Family Links Coordinator signposts to appropriate courses, training and updates, including Headstart. 'Open-door' policy utilised for staff to discuss any specific concerns either to Family Links Officer, Designated Safeguarding Lead or to other staff, as required.</p>
<p>Developing</p>	<p>Embedded</p>
<p>to influence decisions</p>	
<p>ol activities and responsibilities to build their confidence and self-esteem</p>	
	<p>School council involved in school changes and review policies. Also part of Hull Young Children's Parliament</p> <p>Lesson planning uses person centred planning ethos of teaching. 'People who help us posters' ensure children are clear with who to go to about worries/concerns. These are addressed by the Pastoral team, involved in the pastoral and behavioural reviews</p>
	<p>Check ins with Pastoral team, school nurse drop ins, school council used to further support pupil issues/ concerns. School Nurse sessions, Pet Therapy sessions, friendship sessions, Lego Therapy, mindfulness colouring club, time out fairy garden, therapeutic gardening club, Chat and Choose for parents to raise concerns about their families. Worry box in each classroom.</p>
	<p>School council involved in school changes and review policies. Also part of Hull Young</p>
	<p>Headwriting King and Queen</p>

	<p>Pupils involved in playground buddies/ Eco Warriors, active sports coaching, clubs, sports teams, Freddie Fit play leaders, Clean Up Crew, school council, parents evening, summer fairs, decorating hall for discos, good work assemblies (sharing achievements both in and out of school) Gifted & talented events,</p>
	<p>School Council voting procedure Pupil voice. Pupils involved in playground</p>
Developing	Embedded
parents/carers	
y of parental engagement.	
ACTION- Develop wellbeing section on the	<p>ment assemblies Chat and Choose drop ins, CP Ovis togs, Regular updates sent out keeping parents informed of events and support in the school. Parental requests for</p>
	<p>Jigsaw families programme . Bespoke parenting groups, Chat and Choose discussion forum, Open evenings Stay and play Parent and governor days Family workshops, holiday clubs, playing out events, Adult Education courses, Adult cooking courses, Litter Picking Parent group, Swap Shop Parent group, Parent sewing projects with WEA. Solihull Parent workshops. Local community Links eg Youth for Christ, Hesse Road Network.</p>
	<p>Twitter notifications and school newsletter keeps parents updated. Teachers? Parents</p>
	<p>Variety of after school clubs provided throughout the year. Breakfast club provided, family clubs, parent events, adult education, Chat and Choose events, Free Holiday clubs, Free Family Beach Day.</p>

<p>ACTION- For parents to develop their understanding of mental health and ways they can support their mental health needs whilst supporting their child. CL and LG drop in once a month for parents of pupils with SEND/SEMH needs- how can we support each other?</p>	<p>Jigsaw families programme . Bespoke parenting groups, Chat and Choose discussion forum, Open evenings Stay and play Parent and governor days Family workshops, holiday clubs, playing out events, Adult Education courses, Adult cooking courses, Beach day, Family craft sessions, Parent Sewing Project with the WEA. Litter picking parent group.</p>
<p>ACTION- For parents to develop their</p>	<p>CPOMs regularly logs parent discussions regarding emotional/wellbeing concerns</p> <p>Chat and Choose weekly drop-ins for parents. CPOMs logs, Early Help referrals, Headstart Checklist, Behaviour and Pastoral meetings. All staff completed Educare Bereavement and Loss CPD training, Links with strengthening families to support families who have experienced loss. Multi agency meetings and local community links for support eg Youth for Christ.</p>