

At Northfield Junior School, we are committed to making a difference to our pupils' lives: creating positive experiences for them, giving them a sense of belonging and building their self-worth. Teamwork is a significant part of our school ethos and we consider that working collaboratively with teachers and colleagues across the school, with the wider school community and most importantly with our pupils is essential in supporting the well-being of everyone in our school. Whatever issues are faced by our pupils, their families, the school, our team or the community, we act with determination and passion. Our dedication in making a positive impact is reflected through being reactive participants in our pupils' lives and striving to achieve a real difference.

Possible mental health problems are identified in our school through a combination of observation, screening and creating a supportive environment.

1. School staff observations:

- We all play a vital role in identifying possible mental health issues through observing changes and patterns in behaviour.

How might this look?

It may be teachers and teaching assistants observing changes in behaviour, mood and academic performance. This could include tiredness if a pupil's sleeping patterns are being affected or difficulties in concentrating. It could be midday supervisors or teaching staff noticing withdrawal from social activities. Kitchen staff and midday supervisors may see a change in eating patterns.

2. Creating supportive environments

- Pupils experience a nurturing environment at school that is a supportive and safe space for them to build their self-worth and confidence. The school setting provides positive experiences for developing resilience and overcoming difficulties. It can also be a breathing space for some children who need respite from their challenging home lives. Pupils are able to build relationships, feel a sense of belonging and learn from positive role models. The school environment promotes mental wellbeing for all.

Strategies we use to promote mental health and wellbeing:

Whole School Community

- *Open door culture.*
- *Dedicated wellbeing page on the website for parents.*

Whole School Activities

- *Assembly themes: anti-bullying, mental health awareness national campaigns, mindful/wellbeing campaigns (i.e. Walk to School Week).*
- *Anti-bullying week activities, including pupil input in writing our Anti-bullying policy.*

- Information displayed around the school and in classes about positive mental health. This includes advice on where to go for help and support within the school as well as outside the school.
- I-Vengers promote online safety (including online bullying, time spent online and body image).
- Health Ambassadors promote wellbeing.
- PE focuses on social and emotional development and considers skills in these areas as a significant part of a child's development.
- Lunch or break time support: quiet areas in the library and sensory garden.
- PSHE lessons which focus on teaching knowledge of social and emotional skills that will help pupils to build resilience, as well as develop a greater understanding about mental health and well-being so we can help to reduce the stigma of mental health problems.

Class Activities

- Tell me boxes
- Feelings check-in
- Mindfulness, breathing and well-being activities
- Quiet spaces for those children who are feeling overwhelmed.

3. Pupil self-reporting

- Pupils are taught to use 'Zones of Regulation' to express their feelings. Tell me boxes are present in all classrooms for pupils to report experiences they wish to discuss with a trusted adult. Safe spaces are present around the school for pupils to use when they wish to share their concerns.

4. Assessing children's mental health and wellbeing

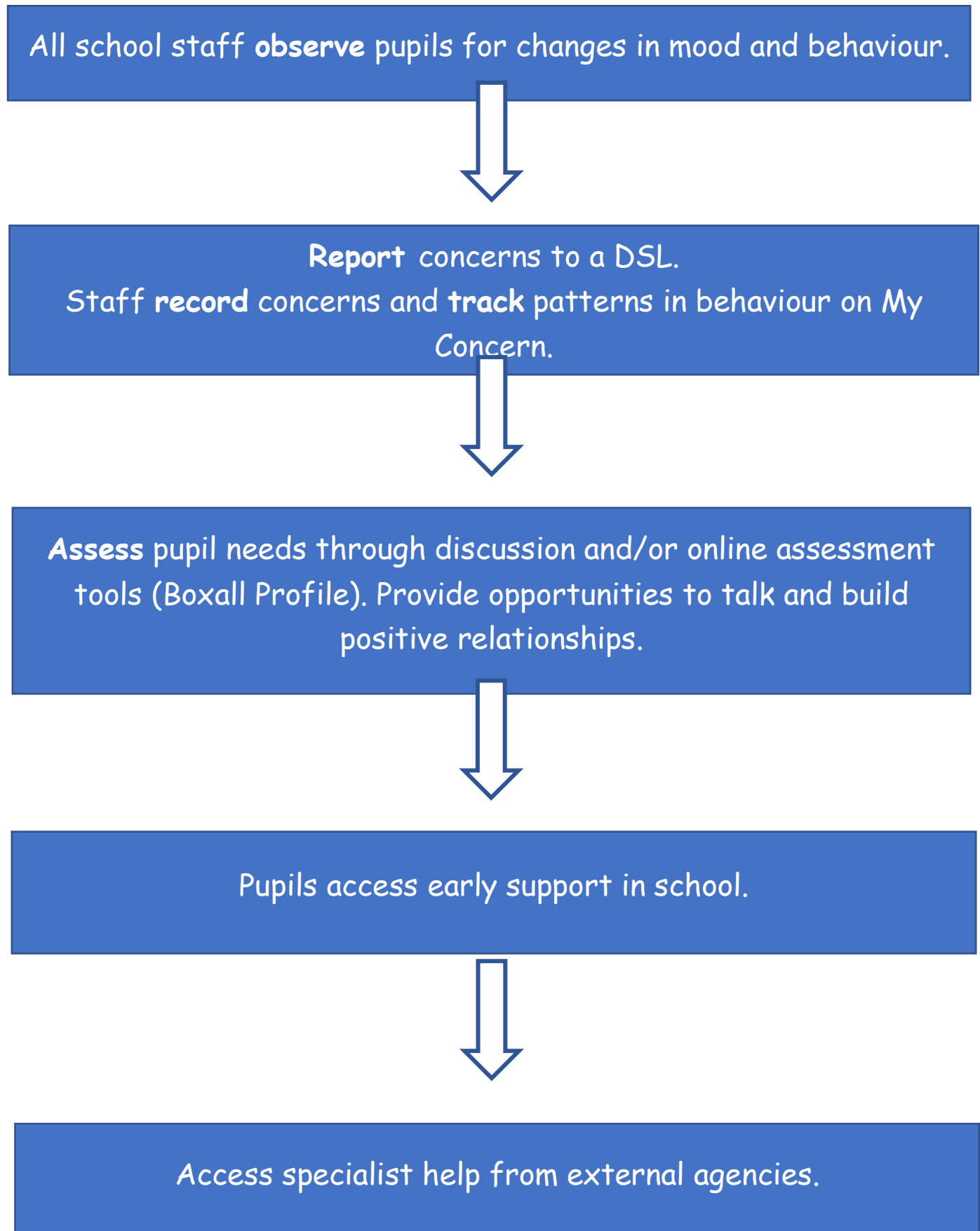
- My Concern is an online platform that is used to report concerns and track behaviours so we can analyse if there are any patterns.
- Boxall Profile is a screening tool that is used to assess the social, emotional and mental health needs of pupils, and identify individual pupils who may need additional support.

This proactive approach allows for early intervention before issues escalate.

Early interventions include:

- Access to sensory toolkits;
- ELSA
- Nurture
- Forest school
- Therapy dog
- Lego therapy
- Social communication groups
- Extra transition meetings with parent/carers, pupils and relevant staff.

Identifying mental health problems in school:



See urgent mental health pathway for critical concerns about a pupils' welfare and safety.
See non-urgent mental health pathway for more details about identifying mental health in school.