

RIVERSDALE PRIMARY SCHOOL

Mental Health and Wellbeing

Date:

Review Date:

Signed: _____ (Governor)

Signed: _____ (Headteacher)



Designated Safeguarding Leads	Amy Roberts, Carla Myrie, Steven Sousa, Tracey Tattersall
SENDCO	Tracey Tattersall
Wellbeing and Mental Health Lead	Hannah Patton
Learning Mentor	Sandra Moody
Play & Creative Arts Therapist Child and Adolescent Counsellor Trauma Informed Schools Practitioner	Naomi Moore

AIMS

- To provide a warm, welcoming, friendly, nurturing and structured school environment that supports children's emotional wellbeing and mental health.
- To recognise the impact of ACES and attachment on children's learning and develop inclusive ways to enable every child to meet their potential.
- To develop trauma informed practise to support pupil and staff mental health.
- To provide means for all school staff to regularly update their skills and knowledge on attachment, trauma, emotional wellbeing and mental health through in-house training and support.

Riversdale takes a holistic view of child development and recognises that emotional wellbeing and mental health cannot be separated from physical health and the context of the child's environment, family and unique personality.

At Riversdale children will be:

- **Achieving:** Being supported and guided in their learning and development of their skills, confidence and self-esteem at school.
- **Active:** Being provided with play, recreational and sporting opportunities, which contribute to healthy growth and development.
- **Healthy:** Supporting children to have optimal physical and mental health, making appropriate referrals to health professionals and supporting pupils to learn and understand more about health and wellbeing at developmentally appropriate levels, to make positive choices about health.
- **Included:** As an inclusive school to support all children in overcoming social, educational, physical, racial and economic inequalities to be fully and actively engaged in the school community.
- **Nurtured:** To provide a nurturing environment, recognising the importance of attachment figures in children's lives. The nurturing ethos is held within firm boundaries for security, safety and to model appropriate boundaries to children as an important life need.
- **Respected:** To feel that they as people and their views along with their parent/carers are heard and respected in decisions that involve them.
- **Responsible:** Having the opportunity to develop and play active responsible roles in the school and develop life skills.
- **Safe:** Being protected from abuse, neglect or harm in school, home and the community

WHOLE SCHOOL APPROACH

Riversdale employs a whole school approach to emotional wellbeing based on supporting children developmentally and recognising the effects of attachment and trauma on learning and development. Emotional literacy is supported through the PATHS programme and the Zones of Regulation.

Riversdale celebrates all its pupils' achievements and seeks to find ways to enable them to achieve and thrive through a variety of ways to build self- confidence, esteem and their overall emotional wellbeing.

Riversdale operates an open-door policy for staff and pupils so they feel they can always approach somebody if they have concerns.

TARGETED SUPPORT: WHEN THERE ARE CONCERNS ABOUT A CHILD’S EMOTIONAL WELLBEING/MENTAL HEALTH.

Riversdale provides a variety of targeted interventions and support. A child where there are concerns about their emotional wellbeing and mental health can be referred to the wellbeing and mental health lead in the Inclusion team. The SENDCO, mental health lead and learning mentor will discuss what options are available and appropriate to meet that child’s needs.

LEARNING MENTOR INTERVENTIONS

The learning mentor provides a variety of interventions to support children who are identified as would benefit from some extra targeted emotional, social and behavioural support throughout the school. These include but are not limited to:

Support Offered	Purpose
<ul style="list-style-type: none"> • Daily check-ins with identified pupils 	<ul style="list-style-type: none"> • Child specific
<ul style="list-style-type: none"> • 1:1 learning behaviour support in class 	<ul style="list-style-type: none"> • Emotional Language
<ul style="list-style-type: none"> • Whole class learning behaviour support 	<ul style="list-style-type: none"> • Child specific
<ul style="list-style-type: none"> • Magic kids - Years 2 - 5 	<ul style="list-style-type: none"> • SALT with Emotional Language/Emotional Literacy
<ul style="list-style-type: none"> • Positive Rhythm - Year 2 + 	<ul style="list-style-type: none"> • Self Esteem
<ul style="list-style-type: none"> • Self Esteem Friendship Group Work – Year 1 upwards 	<ul style="list-style-type: none"> • Social Skills, Self Esteem, Problem Solving
<ul style="list-style-type: none"> • Positive People – Year 2 upwards 	<ul style="list-style-type: none"> • Self Esteem
<ul style="list-style-type: none"> • LEGO therapy - Year 2 upwards 	<ul style="list-style-type: none"> • Social Skills
<ul style="list-style-type: none"> • Seeing Red - Year 1 upwards 	<ul style="list-style-type: none"> • Anger - group
<ul style="list-style-type: none"> • Fireworks in my Tummy - Year 1 upwards 	<ul style="list-style-type: none"> • Anger 1:1
<ul style="list-style-type: none"> • Key Skills 	<ul style="list-style-type: none"> • nursery and reception focus
<ul style="list-style-type: none"> • Teach Talk 	<ul style="list-style-type: none"> • Year 1 SALT

PLAY AND CREATIVE ARTS THERAPY INTERVENTIONS

- 1:1 Play & Creative Arts Therapy or Counselling
- Small Creative Therapeutic Group Work focused on StoryPlay
- AutPlay Therapy Interventions
- Child/Parent Interventions
- Attachment Sensory Integration

PLAY & CREATIVE ARTS THERAPY AND COUNSELLING

Play & Creative Arts Therapy and counselling are an integral part of extra therapeutic support offered to children at Riversdale. Riversdale recognises that children communicate differently to adults and whilst some children can articulate their feelings and make good use of talking based approaches, many children cannot and so play and creative arts interventions are predominantly used to engage children. Intervention can be short or long term. Children may access more than one intervention.

Riversdale also takes counselling and play and creative arts therapists who are training, which enables us to maximise the amount of therapeutic support available to children. All trainees must be undertaking fully accredited qualifications specifically appropriate to the specialised field of child therapy.

EXTERNAL REFERRALS

Sometimes a child's level of need and/or complexity may require an external referral to CAMHS or another specialised agency for further assessment and support. Should the school feel this level of referral is required this will be discussed with parents. The school will work closely with CAMHS and the parents to be able to support the child as much as the school is feasibly able to do so.

If parents are concerned enough to want their child referred to CAMHS the fastest, most appropriate route for referral is through your GP.

PARENT TALK TIMES

Should parents have concerns about any aspect of their child's emotional wellbeing, mental health and would like to speak to the mental health lead then appointments can be booked by contacting naomimoore@riversdaleschool.org.uk

Parent talk times are confidential unless there is a safeguarding issue, or the parent gives permission for the contents of the conversation to be disclosed. Depending on the needs of the parent and child there can be signposting to appropriate services, referral to either school based or external support, psychoeducation and non – judgemental listening.

TEACHER TALK TIMES

Should teachers have concerns about any child's emotional wellbeing, mental health and want to explore this further in a confidential non- judgemental space. Teachers can also use this time for their personal mental health and wellbeing concerns as it is acknowledged at Riversdale that personal mental health and wellbeing and that of friends and family can significantly impact the role teachers fulfil. Teachers can book times in person or contacting naomimoore@riversdaleschool.org.uk