

Mental Health Vision Statement

Vision Statement

At North West London Jewish Day School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, and parents), and recognise how important mental health and emotional wellbeing is to our lives, in the same way physical health is. We recognise that good mental health is crucial to children's overall wellbeing and can affect learning and achievement. We understand that an individual's mental health can fluctuate and at times children and adults encounter difficulties.

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to give the tools and skills to prevent significant problems before they arise. We also work hard to monitor children's current wellbeing and to act fast to put in place necessary provision, either internally or using outside agencies and professionals for those in need.

Our vision encompasses eight aspects with effective leadership and management at the core:

- 1) Leadership and management that supports and champions efforts to promote emotional health and wellbeing
- 2) An ethos and environment that promotes respect and values diversity – talking about mental health to create an open and positive culture that encourages discussion and understanding of mental health to avoid stigma
- 3) Curriculum, teaching and learning – incorporate mental health in teaching and providing helpful tools for pupils, e.g. social skills, resilience
- 4) Enabling pupil voice to influence decisions
- 5) Staff development to support their own wellbeing and that of students
- 6) Identifying need and monitoring impact of interventions
- 7) Targeted support and appropriate referral
- 8) Working with parents and carers

Mental Health Strategy: 2021-2022 (updated February 2022)

Strategy target	Why is this important	In place (Feb 2022)	Action
<p>1) Effective leadership and management that promote emotional health and wellbeing</p>	<p>To implement an effective whole school approach incorporating all 8 principles as outlined, relies on coordinated change within a setting, and a collective and individual responsibility to promoting and supporting mental health and wellbeing that involves all staff.</p>	<p>Danielle Stone is the appointed Senior Mental Health Lead (SMHL). NWLJDS successfully received a grant from the Dfe to enrol in SMHL training that begins in early February via the Carnegie Centre of Excellence for Mental Health in Schools (Leeds Beckett University).</p> <p>The Headteacher and Senior Leadership Team place emphasis on mental health and include references into the School Improvement Plan (SIP) and other policies.</p> <p>A Governor has been appointed as Wellbeing Link Governor – Deborah Cohen (also Link SEN Governor)</p>	<p>To complete SMHL training and to feed back into Leadership and Governor meetings.</p>
<p>2) Ethos and Environment</p>	<p>Pupils need open and ongoing conversations to decrease the stigma surrounding mental health. The earlier these conversations start, the better (since around 50% of all mental health illness begins before the age of 14, and many cases go undetected and untreated).</p> <p>Relationships between staff and pupils, and between pupils, are critical in promoting wellbeing and in helping to promote a sense of belonging to, and liking of, the school.</p>	<p>NWLJDS is a Jewish school with a strong ethos which creates a community and a sense of belonging for all. Links to Judaism and wellbeing are made throughout the daily routine (e.g. prayer, giving to charity, celebrating middot/characteristics).</p> <p>Teachers value developing positive relationships with the children.</p>	<p>To launch the “wellbeing” page on the school website with information and resources.</p> <p>To create wellbeing pages in the school newspaper</p> <p>School wide strategies to increase awareness, such as providing mental health and wellbeing tips in the morning assemblies can promote productive conversations.</p>

<p>3) Curriculum, teaching and learning</p>	<p>Social and emotional learning has the potential to help children acquire the skills they need to make good academic progress as well as benefit health and wellbeing.</p> <p>Preventative measures are key and early education about the mind and keeping mentally health is important. Teaching about mental health in the curriculum means children are expected to be able to recognise what is normal/healthy and what is an issue in themselves and others, and when issues arise, know how to seek support.</p> <p>Mental health education can also be integrated into academics, e.g. discussing themes in books children are reading in class. Younger pupils may learn about how to identify, describe and manage emotions, while older pupils may learn about and discuss social implications of different mental health issues.</p>	<p>A curriculum is in place for all pupils (nursery-reception) that teaches about emotional and mental wellbeing via JIGSAW PSHE and myHappyMind (for some year groups). Encourage to apply skills learnt during lessons throughout the school week.</p> <p>Teachers are encouraged to promote pupils' wellness by helping pupils make connections between their thoughts, feelings and behaviours, and to counteract stigma.</p> <p>Additional workshops and lessons are scheduled during awareness weeks (e.g. children's mental health, Wellbeing Day)</p>	<p>To offer more courses/interactive lessons to classes that need additional support beyond the current curriculum.</p>
<p>4) Pupil Voice</p>	<p>Involving pupils in decisions that impact them benefits their mental health and wellbeing as it helps them feel part of the school and wider community, whilst having some control over their lives.</p> <p>This helps pupils to gain belief in their own capabilities, including building knowledge and skills to make healthy choices and developing their independence.</p>	<p>Wellbeing is on the agenda for the Student Council who like to organise a "Wellbeing Day" each year.</p>	<p>Develop student council to become "Wellbeing Champions"</p> <p>Continue to create a environment where pupils know they can speak and be heard by members of staff.</p>

<p>5) Staff development, health and wellbeing</p>	<p>Staff need training to appropriately identify and respond to signs of mental health issues. Teachers are often the first adults that pupils turn to in times of distress or crisis. Teachers therefore need access to resources and in-depth training to effectively address and support the pupils' needs.</p> <p>In addition to addressing pupils' mental health needs, schools also need to make sure to support staff mental health needs. Teachers experience high levels of daily stress, which can also have a negative impact on pupils' social adjustment and academic performance.</p> <p>Various programmes, teacher mentor, workplace wellness programmes and practices like mindfulness help.</p>	<p>Staff training has been delivered to all staff and more in-depth training for some members of staff.</p> <p>Each half term, there is a 'wellbeing inset' for teachers which is used for either training or staff wellbeing.</p> <p>Earlier this academic year – 36 members of staff completed the Certificate in Understanding Mental Health via The National College.</p> <p><u>In depth training delivered:</u></p> <p>Mental Health First Aid (MHFA) training Danielle Stone (children) Judith Caplan (adult) Amanda Shoota (children) Jolene Wernars (children) Sara Halter (children)</p> <p>Pajes/Place2b: Mental Health Champions: Danielle Stone Sara Halter Sabrina Waters Amanda Shoota Brenda Mailer Nadine Gordon Yaacov Greenberg</p> <p>There is now a NWLJDS staff wellbeing policy. A staff wellbeing survey was issued and analysed to create action points going forward. Staff are signposted to Education Support – and Headspace for educators, as well as Brent Educational Psychology drop in service.</p>	<p>Further MHFA training for other members of staff, to include senior leaders.</p> <p>Continue to offer varied training to all members of staff</p> <p>Sign the DfE Wellbeing Charter and continue to assess staff workload and how to reduce stress/workload.</p>
--	---	--	---

<p>6) Identifying needs and monitoring impact</p>	<p>Early identification of needs is crucial and quick implementation of support to ensure best outcomes for pupils.</p>	<p>Children’s wellbeing is monitored by class teachers. If necessary, parents are spoken to. If further intervention is necessary, the SENCos/Wellbeing Lead is met with and appropriate referrals for support is made.</p>	<p>Ensure all staff are trained and know what signs to identify.</p> <p>For children that receive an intervention, impact needs to be monitored to assess whether the support is appropriate.</p>
<p>7) Targeted support and appropriate referrals</p>	<p>Some children and young people are at greater risk of experiencing poor mental health. Delays in identifying and meeting emotional wellbeing and mental health needs can have far reaching effects on all aspects of children’s lives. School based counselling is an effective form of targeted support for pupils.</p>	<p>In school support subject to availability:</p> <ul style="list-style-type: none"> - Counselling - Play therapy - Wellbeing Interventions <p>Outside agencies:</p> <ul style="list-style-type: none"> - CAMHS - WEST (for Brent residents) - Links to other organisations and charities 	<p>Currently managing a change in play therapy provider. New play therapy services to be delivered by <i>Terapia</i> (further details to be confirmed). This will need implementing and monitoring.</p>
<p>8) Effectively working with parents, families and carers</p>	<p>The family plays a key role in influencing children and young people’s mental health and wellbeing. It is important to ensure that the mental health and wellbeing support offered is clearly communicated with parents and carers.</p> <p>It is also important to signpost tools to support parents.</p>	<p>Class teachers, SENCos and leadership meet with parents as and when necessary to discuss and monitor any pupils to ensure consistent approach, effective communication and to offer support.</p> <p>Ensure general communication is effective through newsletters, websites, displays</p> <p>Training and support offered via:</p> <ul style="list-style-type: none"> - Brent Educational Psychology Services - Bounce Forward (recommended to parents for free parenting workshops) - Other useful links and contacts to be listed on the school website - A parent talk organised via Role Models following Children’s Mental Health Week – titled <i>Building Children’s resilience</i> 	<p>To update the wellbeing pages on the school website and launch.</p> <p>To offer further parent talks and workshops</p>

