

Mental Health Strategy (2026-2027)

Vision Statement

At NWLJDS, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, governors and families) and recognise the importance of mental health and emotional wellbeing in our lives, in the same way physical health is.

We recognise that good mental health is crucial to children's overall wellbeing which can affect learning and achievement. We also understand that an individual's mental health can fluctuate and at times children and adults can 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 endeavour to act fast to put in place necessary provision – either internally or engaging with outside professionals for those in need.

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

- 1) **Leadership and management** that supports and champions efforts to promote emotional health and wellbeing.
- 2) **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** that incorporates mental health in teaching and provides helpful tools for pupils (social skills, resilience)
- 4) **Enabling pupil voice** to influence decisions
- 5) **Staff development** to support their own wellbeing and that of pupils
- 6) **Identifying need and monitoring impact** of interventions
- 7) **Targeted support** and appropriate referral
- 8) Working with **parents/carers**

Strategy target	Why this is important	What is in place (March 2026)	Action Points	Outcome (review March 2027)
<p>1) Effective leadership and management that promotes emotional health and wellbeing</p>	<p>An effective whole school approach relies on effective leadership and a collective and individual responsibility to promoting and supporting mental health and wellbeing that involves all staff.</p>	<p>Designated mental health lead appointed: Danielle Stone (completed SMHL training via the Carnegie Centre of Excellence for Mental Health in Schools (Leeds Beckett University).</p> <p>Headteacher and Senior Leadership Team place emphasis on mental health and include references into the School Improvement Plan (SIP) and other policies.</p>	<p>Audit staff and allow time for training for new members of staff.</p> <p>Review the SIP Action Points</p>	
<p>2) Ethos and Environment</p>	<p>Pupils need open and ongoing conversations about mental health to decrease any stigma. 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/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 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</p>	<p>A curriculum is in place for all pupils (nursery-Year 6) that teaches about emotional and</p>		

	<p>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>mental wellbeing via JIGSAW PSHE. Encourage to apply skills learnt during lessons throughout the school week. Additionally, children in Reception – Year 6 will participate in the Heads Up Kids programme)</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>Zones of Regulation in all year groups.</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,</p>	<p>Previously had “wellbeing champions” on student council but currently not in place this cohort.</p>	<p>Continue to create a environment where pupils know they can speak and be heard by members of staff.</p>	

	<p>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>Classes have 'Worry Boxes' in classes as method of communication to teachers.</p>	<p>To generate pupil voice results at the end of each term (pupil survey online)</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 term, there is a 'wellbeing inset' for teachers which is used for either training or staff wellbeing.</p> <p>Previously, 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)</p> <p>Pajes/Place2b: Mental Health Champions: Danielle Stone</p>	<p>Identify staff members who are new and may not have previously completed the online training and organise appropriate time to complete.</p>	

		<p>Sabrina Waters Amanda Shoota 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>		
6. Identifying needs and monitoring impact	<p>Early identification of need 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, a baseline score is measured and impact needs to be monitored to assess whether the support is appropriate.</p>	
7. Targeted support and appropriate referrals	<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) 		

		<ul style="list-style-type: none"> - LYRA (support for children in Brent with SEND) - Links to other organisations and charities 		
<p>1) 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 <p>A parent talk organised by Brent EP (Emotion Coaching and support for children)</p>	<p>To update the wellbeing pages on the school website and launch.</p> <p>To offer further parent talks and workshops</p> <p>Launch Parent Project via ATFC (to offer support/training to parents)</p>	

