

Meadows Mental Health Offer



How does our ethos at Meadows support Mental Health and wellbeing?

Trauma Informed and Thrive approach

We have 3 Trauma Informed and Thrive informed practitioners in school who are able to run targeted interventions. All staff have had training and the school adopts this approach; being aware of the ACES each child may have experienced and knowing what lived experiences our children have had or are currently having.



A strong focus on relational practice

The staff at Meadows build strong relationships as a team and with our children. All children know who they can talk to. We believe that every behaviour is a form of communication and we strive to get to know our children well to spot early warning signs and provide appropriate support. We have a positive approach to behaviour management and are constantly adapting our practise to best suit our children.



Identifying need early

We meet at least monthly as a whole SLT pastoral team to discuss the children's wellbeing and vulnerability. This involves early identification of any emerging need. We discuss support that is going on for the family both internally and externally. We then plan provision accordingly.



Wellbeing Wheel

Our Wellbeing wheel was created with pupils and staff. It represents all the things we feel as a school make you happy and healthy. These are incorporated into the curriculum. They also link to aspects of our PSHE lessons too.



Curriculum Planning

The curriculum is ambitious and well planned. Children enjoy the engaging topics we cover, fostering a love for school and learning. Time is built into the curriculum to ensure the children have a opportunities to explore health and wellbeing through assemblies, our PSHE curriculum, our Rights Respecting work.



Restorative approaches to challenging behaviour

We ensure that we have a restorative approach in school where time is taken afterwards to repair and rebuild relationships with all parties involve. This strengthens relationships. This is shown in our behaviour policy.



Broad Curriculum

A wide range of activities are planned throughout the year e.g. wellbeing day, Sports day, forest school. Children have the opportunity to have lots of trips and visits. Visitors also regularly come into school.



Rights Respecting

To foster a child centred school culture, Meadows focused on becoming a Gold Rights Respecting School. The UNICEF UK Rights Respecting School vision is to create a safe and inspiring place to learn where children's rights are embedded into everyday practice and linked to assemblies and topics in the classroom.



Jigsaw

We use the Jigsaw PSHE scheme. The Jigsaw curriculum covers elements such as being healthy, being relaxed, healthy eating, sun safety, first aid and much more.



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How does Meadows support Mental health and wellbeing for our children?

Wellbeing Wheel

Our Wellbeing wheel characters are fun and relatable to the children: clever me, calm me, active me, friendly me, unique me, safe me. These characters play an important role in our school and many elements of our curriculum are taught using them e.g. PSHE lessons, behaviour policy, assemblies



School leadership Groups

Opportunities to explore, develop and impact both school and wider issues. Even if children aren't in a leadership group, they are consulted and offered the opportunity to share their voice through their class representatives. Examples include: Safe Me crew, Wellbeing crew, Eco club, Sport Crew etc.

Lunchtimes

Lunchtimes are now more play and activity based. There are also playground charters showing the expectations on the playground.



Wellbeing Time

Time is built into the curriculum for "wellbeing time". This may be a trip to the wellbeing garden, extra playtime or time to choose activities to do with their friends.

Jigsaw

Our children speak very highly about their PSHE time each week. They enjoy it and are able to relate the situations and discussions to themselves. They know how to use the "calm time" element to calm their bodies and minds.



Mental Health Week

Each year we take part in mental health and wellbeing week. This is normally in February and all classes plan set activities. Children also take part in activities at home.



Clubs

Meadows have a range of clubs available for a range of ages throughout the school. There are many sports clubs as well as gardening, drama and Lego club

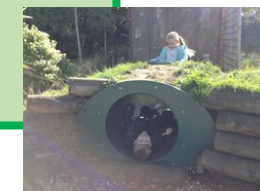
The Hive / Thrive

Hive lunchtime and breaktime club – offered for any children that need additional time with an adult or are finding lunchtimes/friendships tricky. Structured games, calming activities and social skills activities are provided.
Breakfast club - offered every morning for children who find the transition into school more challenging. Settling activities.



Wellbeing garden

Wellbeing garden – designed by children and funded by national lottery. In the summer term, children are timetabled slots in each week. During the rest of the year, it is available to visit on an ad-hoc basis



Meadows Mental Health Offer



What more targeted support do we offer?

What other agencies do we refer to for further support?

Thrive/ Trauma Informed Intervention

We have three trained thrive/trauma informed practitioners in school. These adults run interventions with individual children as and when needed. These are regularly reviewed.



ELSA—Emotional Literacy Support Assistants

We have a trained ELSA who works with groups in school working on recognising and managing emotions. She also does more targeted work where needed. Our base children have weekly sessions.



Other agencies

At times we may refer a child for more specialist support from a number of agencies that we work with:

- Children, Adolescent and Mental Health Service (CAMHS)
- Reach for wellbeing
- GP
- Educational Psychologist
- Complex communication needs team
- Primrose
- Early intervention family support

WAM—Worcestershire Autism Mentor

We have a WAM in school. They work with direct children to talk through their diagnosis and what this means for them. This is often something that causes anxiety and therefore this intervention has been successful in allowing the children to learn more about them-

Key attuned adults

We focus very strongly on forming good relationships with the children. Some children need to access an attuned adult more regularly. Therefore, they have a key adult they can access at any time in the day. This adult is also able to recognise early warning signs and intervene.



APPS

We recommend the following APP to manage anxiety:

- Lumi Nova—supporting 7-12 year olds with anxiety

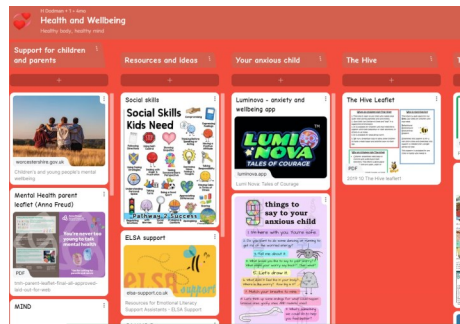


How do Meadows support Mental health for our families?



In house expertise

In school, all SLT are trained in mental health and wellbeing. The SENDCOs are Youth mental health first aiders. The head has also completed the adult mental health first aid course. One of the SENDCOs is also a senior mental health lead. We have a mental health lead in Nursery also.



Information and resources on the website for parents

Parent Partnerships – Whole School Family Pastoral Support

Often support is needed not only for the child but for the family. In school we have a teacher (Sarah B) who offers direct support for families. She has set time to run courses and make any appropriate referrals needed. The SENDCO team also organise workshops for parents. We link with other agencies such as the starting well team or early family support.

Communication

Teachers in early years and key stage one are on the door every morning in order for a quick chat or messages. Each class also has an email address that parents can use if they feel comfortable. Parents can arrange meetings at any time. The SENDCOs are also easily accessible, through email, phone call or meetings. Members of SLT are also on the playgrounds each mornings for key messages and forming those relationships.



School Provision

Staffing structure that promotes support for all pupils and their families. There is an 'open door' approach for parents/carers to ask for help when they need it.

A whole school ethos that values every child and nurtures them to enable them to achieve their potential.

Staff have had training in attachment and the impact of trauma which helps them to support the most vulnerable children. All staff have also had Thrive training.

Our school environment and engaging curriculum provides the children with many enrichment opportunities such as Forest School

We offer Family Learning courses that focus on wellbeing and positive mental health.

We have a Pastoral lead teacher for Parents. She leads groups, has drop-ins and is readily available to offer support.

We have Thrive Groups that supports children who may need support with their emotional wellbeing.

Early Help Offer



Support for Children, Parents and Carers

Senior leadership team:
 Headteacher – Leigh Satchwell
 Deputy Headteacher – Wendy Dwyer
 Assistant Head: Matthew Tunncliffe
SENDCOs: Hazel Dodman and Rebecca Rowley
Inclusion Team:
 Rebecca Rowley – SENDCO (M,T,W)
 Hazel Dodman – SENDCO (W,Th,F)
 Sarah Bailey-EYFS SENDCO

Safeguarding Team:
 Leigh Satchwell
 Wendy Dwyer
 Hazel Dodman
 Sarah Bailey (EYFS)

Wellbeing Team:
 Leigh Satchwell
 Wendy Dwyer
 Hazel Dodman
 Rebecca Rowley
 Sarah Bailey

Governor Responsibilities:
 Jane Barrow – Wellbeing of staff and pupils
 Andi Lynch - Looked After Children
 Elisa Parker – Pupil premium

Attendance Officer:
 Laura Carthey
 To contact anyone listed above please contact school office:
 01527 872508
 office@meadows.worcs.sch.uk

Outreach Support

We have links to varying local food banks who support families in need e.g. Basement Project. New Starts.

TFS – Targeted Family Support will work directly with families who request additional support for more complex needs.

Educational Psychologist/ Learning Support Team will come into school to provide support and guidance for staff and parents and also work with

The local [Children's Centre](#) (Peartree) offers outreach support.

There are strong links with the [speech and language](#) team. We employ their services weekly.

There are strong links with the onsite **feeder middle schools** when children leave Meadows at the end

There are positive links with the [local community police](#) and the local community housing trust – BDHT.

The [school nurse and health visitors](#) offer advice and support to parents/carers.