

# Tameside Emotionally Healthy Schools Programme

Sharing good practice from Tameside Schools.

## Working with Parents and Carers

1. Facilitate Healthy Eating and Cooking on a Budget sessions for parents to improve their health and wellbeing and support parents by offering spaces to run community groups e.g. Mums and Tots Groups.
2. Provision of information giving, signposting parents to local service providers at Parent Participation Evenings.
3. Parent access to learning platforms such as My Happy Mind, DOJO, MyEd and SeeSaw.
4. Parent questionnaires and feedback is acted upon and shared.
5. Focus group for parents and collaboration with PTA around wellbeing events.
6. During health and wellbeing weeks include parents in activities such as mindfulness, yoga etc. Remember the 5 Ways to Wellbeing.
7. Supporting parent engagement with external agencies.
8. Input from parents with relevant policies and procedure reviews.

## Leadership and Management

1. Emotional Wellbeing Development Plan and inclusion in School Improvement Plan.
2. Pupil and staff emotional wellbeing are standing agenda items for SLT and Governors.
3. Emotional health and wellbeing policy: accessible for staff and parents and governors.
4. Named governor with responsibility for mental health and wellbeing.
5. SLT/Head attendance at regular network forums such as PSHE Network.
6. Awareness and promotion of the Greater Manchester iThrive model in school.

## Student Voice

1. Trained wellbeing ambassadors and peer support programme.
2. Student council exploring projects through 5 ways to wellbeing (CLANG – Connect, Learn, Be Active, Take Notice, Give).
3. Child feedback questionnaire are acted upon.
4. Pupil Driven Review meetings.
5. Primary and Secondary Cluster Student Council Programme to aid transition.
6. Pupils input into relevant policies and procedures, e.g. Wellbeing policy.

## Ethos and Environment

1. Creating safe space for children and young people to go for selective and targeted support. School pet such as a 'support dog'.
3. Displays reflecting positive message - Growth Mindset, Tribal Classroom, It's Cool to be Kind.
4. Clear and up-to-date signposting to available services including social prescribing.
5. Dedicated Emotional Wellbeing page on school website – signposting/ hints and tips.
6. Having an Open-door policy.
7. Embedding an 'It's Cool to be Kind' ethos across the school.
8. A range of areas chosen by students available to them to reflect and have quiet time.

## Identifying Need and Monitoring Impact

1. School makes use of Early Help Assessments.
2. Use of assessment tools such as PIVATS and Boxall Profiling.
3. Graduated response – Universal, Selected and Targeted Support Models.
4. Progress and attainment tracking in identifying needs.

## Targeted Support

1. Mental health support in school from learning mentor working with young people and their parents.
2. Provision of a qualified counsellor.
3. Pupil and family input into available interventions.
4. Provision of a 'Parent Hub' – offering regular advice sessions around issues concerning parents.

## Curriculum Teaching and Learning

1. Regular mindfulness and relaxation as part of everyday practice.
2. Outdoor provision, such as Forest School from Reception through to Year Six.
3. Specific learning programmes and lesson plans on emotional wellbeing and to highlight specific actions and behaviours that will help to keep them emotionally fit.
4. Enabling students recognise and challenge mental health stigma, and to understand the nature and impact of associated discrimination.
5. Extra-curricular clubs: mindfulness, yoga, meditation, art, music, drama.
6. Transition preparation sessions both with feeder and secondary schools.
7. Embedding emotional wellbeing language in all subject areas of the curriculum.

## Staff Development and Wellbeing

1. Display and update of a wellbeing board in staff room.
2. Pastoral Lead qualified in grief counselling and ongoing developing qualifications in counselling and CBT Therapy.
3. Use of MindEd e-learning and staff qualified in Youth Mental Health First Aid.
4. Staff input regarding inset days and how time is managed and protection of PPA time.
5. Supervision - reflect and share to cope with disclosures.
6. Clear and visible information on accessing Employee Assistance Programmes.
7. Where possible it would be ideal for schools to have staff trained in the following areas: Mindfulness, Grief Recovery, Healthy School Nutrition, Lego/ Play Therapy, Solihull Parenting.