**Egerton Primary School**

**Mental Health and Wellbeing Action Group**

**& Terms of Reference**

**What is the scope of the group?**

The Mental Health Action Group aims to ensure that the mental health and wellbeing of everyone is taken into account and considered and advise SLT and Governors on strategies to support mental health and wellbeing across the community.

Aims: To ensure that the mental health and wellbeing of everyone is taken into account and considered, within our ethos and environment that promotes respect and values diversity.

Output: Calendar of Events to promote and support Wellbeing. Report in the termly Wellbeing Newsletter. Report to Governing Body with focus of group aim and calendar event.

**Relevant key terms (to be agreed by group)**

Mental and Health and Wellbeing Definition:

Feeling Comfortable Healthy and Happy.

Knowing our strengths and talents and having strategies and support to faces challenges.

The group will comprise representatives from across the whole school community,

* **pupils**from across all year groups
* **parents and carers**that represent a range of year groups
* **staff**– a mix of teaching and non-teaching staff
* **school governors**–a governor who is responsible for mental health and wellbeing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Staff | Children  | Parents | Governor  |
| EYFS | Paula Kendall Maxine SmaleInclusion Team  |  |  |  |
| KS1 | Grace Garvey TeacherLesley Davies ELSA |  |  |
| KS2  | Vicky Bainbridge SalesAmanda RooneyInclusion Team  | 4 children from Safe and Happy Group to be invited  | 4 Parents Plus PTA |  |
| SLT  | Mrs Hooper and Mrs Broadbent  |  |  | Karen Benson |
| Ethos/CurriculumWellbeing/SEND/PHSE  | Mrs Broadbent |  |  | Liz Elliott  |
| Others | Mrs McCallMrs King  |  |  |  |

**Terms of Reference**

**This will be done by:**

* Holding regular meetings (once per term)
* Representation at SLT meetings to report back on progress
* Ensuring that progress is fed back to the wider school community regularly
* An annual review of school policies relating to mental health and wellbeing
* Collating and organising a calendar of events that promote mental health and wellbeing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Dates of Meeting | Aims | SLT /GB Newsletter  | Calendar of Events  | Review of Policies  |
| AutumnNov/Dec 21  | Establish staff group. Share Direction of Travel/aims.  | Mid term  | Antibullying week15.11.21 |  |
| Spring 1 1.2.228.00am  | Share plans for world kindness day. (Also PTA Valentines events) To share Jigsaw overview. . Choose pupil voice tool.  | Start of term Newsletter Report to Governor Body  | World Kindness Day Assembly (Theme - Growth)<https://www.childrensmentalhealthweek.org.uk/schools-and-youth-groups/> 16.2.22Launch of Jigsaw PHSE 29.2.22Pupil views 7.3.22.  | School Mental Health and Wellbeing Policy |
| Spring 2Thurs 17.3.228.00am  | To share MHWB Policy and agree terms. Add to Autism Awareness assembly.  | Start of term NewsletterReport to Governor Body  | Autism Awareness Assembly28.3.22 | School Mental Health and Wellbeing Policy |
| Summer 1 Thurs 25.5.22 at 8am or 3.30pm | Whole Team to plan Mental Health Awareness activities and use resources.Governor to review Staff Survey. Plan Staff Wellbeing Event.  | Start of term  | Mental Health Awareness Week 10-16th May (Theme Nature) Key books to explore. Grow/BloomStaff Survey Review/New Survey[**https://www.annafreud.org/schools-and-colleges/resources/wellbeing-measurement-for-schools-staff-survey/**](https://www.annafreud.org/schools-and-colleges/resources/wellbeing-measurement-for-schools-staff-survey/)**Link for Staff/Governors to watch**[**https://mentallyhealthyschools.org.uk/resources/taking-care-to-promote-mental-health-in-schools-and-colleges-animation/**](https://mentallyhealthyschools.org.uk/resources/taking-care-to-promote-mental-health-in-schools-and-colleges-animation/) | Pupil Mental Health Policy – Statement of Intent  |

**Membership**

**Leadership and Management -**A member of SLT and/or Governor (Karen Benson)

**Ethos and Environment -**A pastoral lead, safeguarding lead or someone that leads relevant whole school activities (Elizabeth Broadbent)

**Curriculum and Learning -**A member of staff that leads on RSHE /Health Education (Elizabeth Broadbent)

**Staff Wellbeing and Development -**A member of staff in addition to above (Alison Hooper, Grace Garvey, Lesley Davies, Amanda Rooney, Vicky Bainbridge Sales, Paula Kendall).

**Parent and carer Involvement –**Parent/carer and Parent/carer Governor

**Pupil Participation -**Children or Young People reps

**Identifying Needs -**SENCO and/or Designated Wellbeing Lead and any additional staff that have a wellbeing role within the school (Elizabeth Broadbent)

**Targeted Support -**Parent and Family Support Advisor, School Nurse, ELSA and school counsellor (Lesley Davies)

Additional people: an Educational Psychologist, support staff, lunchtime staff, a member of the admin team. (Will be invited).

* Membership is voluntary
* Membership lasts for one academic year.
* Members opt-out by contacting Wellbeing Lead Mrs Broadbent by email (senco@egerton.cheshire.sch.uk)

**Accountability - How and when will progress be reviewed and fed back to the wider school community?**

* Each meeting will have an aim/ outcome and calendar focus and this will be reported in the Family Wellbeing newsletter, to Senior Leadership Team and to the Governing Body termly.
* REST/Bounce will monitor pupils wellbeing and this will be shared with school team.

**School Role (Tiered approach on website)**

**(Curriculum, Targeted, Wider and Bespoke)**

The school’s role in supporting and promoting mental health and wellbeing can be summarised as:

* **Prevention**: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils and students to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils and students about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.
* **Identification**: recognising emerging issues as early and accurately as possible.
* **Early** **support**: helping pupils and students to access evidence informed early support and interventions.
* **Access to specialist support**: working effectively with external agencies to provide swift access or referrals to specialist support and treatment

[*https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/1020249/Promoting\_children\_and\_young\_people\_s\_mental\_health\_and\_wellbeing.pdf*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf)

*HMI/PHE 2021. Promoting children and young people’s mental health and wellbeing A whole school or college approach*