



**Errington Primary School**

**Mental Health Offer**

**2023-2025**

**Written by: Mrs Bennison**

**Date: March 2024**

## Mental Health offer at Errington Primary School

### Introduction

At Errington, we pride ourselves on developing the whole child; a big part of which is focussing on the emotional wellbeing and mental health of each of our pupils.

Following a turbulent couple of years, more children than ever are struggling with their mental health and emotional wellbeing. This might be a child who finds it difficult to regulate their feelings, a child who feels anxious or has low mood, a child who struggles to navigate relationships, or it could be that a child feels lonely, among other things. We have a fantastic array of support on offer to all children here at Errington. We are great believers in accessing early intervention at the first signs of need, as this can prevent smaller issues progressing and becoming more problematic, whilst developing safe and healthy ways to manage emotional wellbeing.

There are a number of systems in place to support every child in school, and a detailed graduated response which demonstrates the incremental levels of support available to children who need it.

Over the last year, our staff and have worked hard to offer a high standard of support in school. We encompass mental health and wellbeing in all we do, and this is reflected in the way our pupils are beginning to manage their own emotional wellbeing.

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We strive to continually enhance our mental health offer, and so we welcome any comments, queries or concerns; these can be directed to [office@tvc.ac.uk](mailto:office@tvc.ac.uk) for the attention of the Mental Health Lead.

### School staff

In school, we have a Senior Mental Health Lead (SMHL) who has trained with the The National College and is a qualified Mental Health First Aider for young people. Alongside this, our SMHL has completed the SENCO qualification and full DSL training (safeguarding) and has undertaken a number of courses and qualifications to ensure best practice in Mental Health for all of our children.

Our SMHL is part of a number of networks with colleagues in a similar role who support each other to ensure the delivery of a high-quality offer; this means ideas are shared, resources are pooled, and challenges are tackled together.

### Curriculum

When nurturing the mental health and wellbeing of our pupils, it is important that we have a solid curriculum which is based on the fundamental need to be emotionally well in order to learn. As such, we have recently written and implemented our Whole Child curriculum. This curriculum envelopes all PSHE

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matters and ensures that our pupils here at Errington have the best opportunity to become well-rounded children.

### Core offer

All children have access to a fundamental level of mental health support. This takes the form of weekly drop-in sessions with our educational mental health practitioner (EMHP) during lunch times, where children can come to talk about anything that is on their mind. If a child needs to talk but doesn't want to come to a drop in, there is a post-box system in which a child can post a note to the SMHL or EMHP and it will be followed up at an appropriate time.

We have the use of the Yellow Room, where all mental health sessions take place. It is purposely designed for this sole-use, and offers a range of equipment and resources to create a safe place in which children can explore their mental health with their adult.

As well as this, we have children in school who are Head Starters. They wear bright yellow hoodies or t-shirts and lanyards to ensure they are visible around school, so children know who to approach. They are trained to offer peer support and be emotional wellbeing champions for our school; this means children can go to a child in school for some emotional support if they do not want to go to a teacher. In the school year 2023-2024, we have

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12 Headstarters at Gold level and 9 Headstarters at Bronze level. We are also exploring opportunities to receive formal accreditation for the great work we do here at Errington around mental health.

All classrooms are equipped with Wellbeing Toolkits as well as being available in communal areas. These toolkits are based on 5 key regulation techniques: breathe, touch, move, create, and distract. Additionally, quiet, calm areas are available outside during play and lunchtime for children who would struggle to maintain regulation during unstructured times. Alongside this, the non-fiction library area is staffed at lunchtime to support children who are becoming dysregulated, so they can return to the playground calm and able to join in. At lunch time, a Nurture Group runs in the Steam room for children who struggle to access the main playground areas due to any SEMH needs. Please see the policy for Improving Behaviour through Emotional Regulation for more information on this.

### External Services

As a school, we have access to a wide range of valuable resources and agencies who offer high-quality support to our children.

### Head Start

Head Start is an NHS initiative which works towards giving all children in south Tees the necessary support to build resilience and achieve good

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emotional health. They do this by training children to become Head Starters, as described above, and delivering workshops to young people to enhance their understanding of resilience. Alongside this, Head Start supports children with transition to secondary school, offers staff training and supports school develop a whole school approach to supporting mental health. The work done by Head Start is underpinned by a researched, evidence-based Resilience Framework, which we aim to thread into our daily practices here at Errington:

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow 2007 <a href="http://www.boingboing.org.uk">www.boingboing.org.uk</a>					
	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
	Enough money to live	Help child/YP understand their place in the world		Being brave	
	Being safe	Tap into good influences	Engage mentors for children/YP	Solving problems	Support the child/YP to understand other people's feelings
	Access & transport	Keep relationships going		Putting on rose-tinted glasses	
	Healthy diet	The more healthy relationships the better	Map out career or life plan	Fostering their interests	Help the child/YP to know her/himself
	Exercise and fresh air	Take what you can from relationships where there is some hope		Help the child/YP to organise her/himself	
	Enough sleep	Get together people the child/YP can count on	Highlight achievements	Remember tomorrow is another day	Foster their talents
	Play & leisure	Responsibilities & obligations		Lean on others when necessary	
	Being free from prejudice & discrimination	Focus on good times and places	Develop life skills	Have a laugh	There are tried and tested treatments for specific problems, use them
		Make sense of where child/YP has come from			
	Predict a good experience of someone or something new				
	Make friends and mix with other children/YPs				
<b>NOBLE TRUTHS</b>					
	<b>ACCEPTING</b>	<b>CONSERVING</b>	<b>COMMITMENT</b>	<b>ENLISTING</b>	

### *Northern Guild of Psychotherapy and Counselling*

We are lucky enough to have hosted counsellors and psychotherapists from the Northern Guild of Psychotherapy and Counselling for their training

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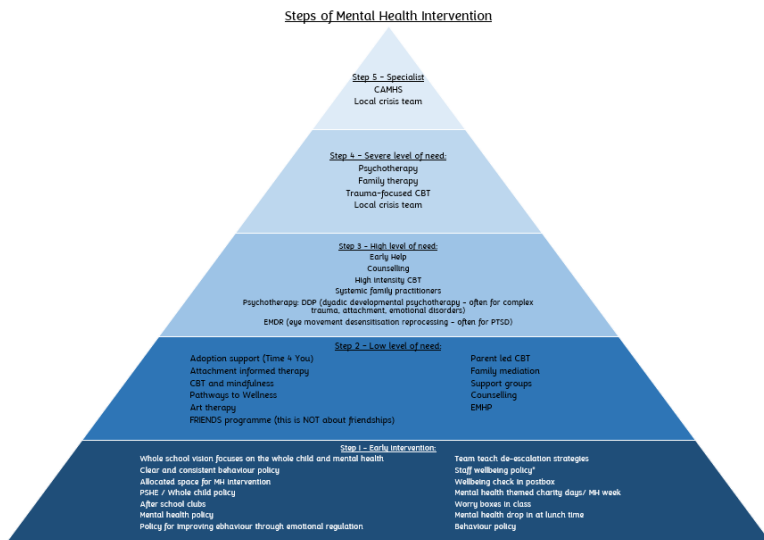
placements in the year 2021–2022 and 2022–2023. For the coming year, we intend to host at least one more practitioner from the Northern Guild for a training placement, and will continue to offer placements going forwards, though this will be subject to availability.

### *Inside Out Mental Health Support Team*

Inside Out is a partnership formed within South Tees NHS to create a mental health support team (MHST). This partnership brings together the following agencies, to provide the highest quality care to our children and young people: The Link Redcar, Middlesbrough and Stockton Mind, The Junction Redcar and Middlesbrough, A Time 4 You Redcar and Middlesbrough, ABC, Changing Futures North East and Redcar and Cleveland Mind. By accessing this partnership, we are able to offer a variety of mental health support and a range of therapies to suit many different needs. Please see the pyramid of need below to see specific therapies available. Alongside this, we work with an Educational Mental Health Practitioner (EMHP) who is based in school one day per week. Their role is to support the SMHL in developing and introducing a whole school approach to mental health. They also deliver evidence-based interventions for mild to moderate mental health needs.

## Specific Support

The pyramid of need below collates all types of support we have access to across the range of external agencies we work with, separated to demonstrate a graduated response depending on level of need. This shows the comprehensive offer which we are proud to be able to provide.



Created on 3.3.22 by Sophie Beninson – Mental Health Lead at Errington

Reviewed on 24.2.23 and 13.24 by Sophie Beninson – Mental Health Lead at Errington

## Huddle

We have robust systems in place in school to ensure no child's needs are left unsupported. As well as the core offer of support available to every child at Errington, staff continuously monitor the need for any potential intervention. As a school, we meet three-weekly to discuss the needs of any children who



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we feel may need additional support with their mental health and wellbeing.

This may be because a parent or carer has approached a staff member to ask for support for their child; because the child has voiced their own need for support; or because a staff member has picked up on a child behaving or acting differently. It is an informal meeting, or huddle, where professionals from the various external agencies we use come together to discuss a child's emotional wellbeing. During a huddle, we will talk about why a child may be experiencing some difficulties, what support we think may be useful and how

we can best support the child and their family. After a huddle, a staff member may contact the family of a child and discuss their needs in greater depth. Families should always rest assured that we always have the best interests of a child at the forefront of our practices. It can seem daunting when a staff member approaches a child's mental health with their family, but it is important to remember that such early intervention provides the child coping mechanisms to manage their own emotional wellbeing; it allows the child to explore their thoughts and feelings in a safe and healthy way; and tackles to stigma around mental health.

Please see the Mental Health and Wellbeing Policy for further information.

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### Links:

South Tees NHS Head Start programme: <http://headstartsouthtees.co.uk/>

The Resilience Framework:

<https://www.boingboing.org.uk/resilience/resilient-therapy-resilience-framework/>

Northern Guild of Psychotherapy and Counselling:

<https://www.northernguild.org/>

Inside Out mental health support team: <https://www.redcarlink.com/our-services/mental-health-support-teams/>

The Link Redcar: <https://www.redcarlink.com/>

Time 4 You: <https://time4youcounselling.co.uk/>

The Junction: <https://thejunctionfoundation.com/services/>

Mind: <https://www.mind.org.uk/>

PSHE at Errington- The Whole Child Curriculum:

<https://www.erringtonprimary.co.uk/pshe/>

Behaviour Policy at Errington-

Improving behaviour through emotional regulation at Errington -