

Wellbeing for Children Provision at Mill Mead Primary School



Here at Mill Mead, we recognise the intrinsic value in ensuring wellbeing for all children in terms of promoting lifelong happiness and academic success. As such, we are committed to engaging with all stakeholders to promote children's wellbeing. In collaboration with our children, staff, parents and governors, we have created a shared definition of wellbeing:

At Mill Mead, we are committed to ensuring the wellbeing of our staff and children at all times. We define wellbeing as the state in which all person's physical and mental health needs, regardless of their additional needs, are being fulfilled. We recognise that a focus on supporting the wellbeing of staff and children will lead to a personal and community sense of contentment, happiness and fulfilment. In addition, we acknowledge that to achieve a sense of wellbeing for all, we must strive to minimise and manage the impact of elements which negatively impacts on a person's wellbeing. For our children, we seek to provide the skills they need to manage their wellbeing, thereby recognising the intrinsic value such learning ensures in terms of promoting lifelong happiness and academic success. We understand that these facets of our definition are the prerequisites required for both staff and children to be the best version of themselves.

Who's Who:

Name	Roles and Responsibilities	Contact Details
Mrs Walsh	Headteacher Mental Health and Wellbeing Lead Mental Health First Aider Deputy Designated Safeguarding Lead	head@millmead.herts.sch.uk
Mrs Newman	Deputy Headteacher Deputy Mental Health and Wellbeing Lead Mental Health First Aider SENCo Deputy Designated Safeguarding Lead	senco@millmead.herts.sch.uk

Mrs Jenner	Ollie Coach and Pastoral Support	admin@millmead.herts.sch.uk
Mrs Taylor	Emotional Literacy Support Assistant	admin@millmead.herts.sch.uk
Mrs Morgan	Safe Space Counsellor	Mrs Morgan is an external counsellor - please speak to Mrs Walsh if you have any queries about her services.
Mrs Voskanian	Governor Responsible for Safeguarding	jenni.voskanian@millmead.herts.sch.uk

Who can children speak to about their wellbeing?

We encourage children to speak to any adults within school; we use the NSPCC 'Speak Out' campaign to ensure children understand who they can speak to and when they should seek adult support.

As part of their transition to new classes, we ask children to generate their 'network hands' where they identify who they can speak to within the first few weeks of school.

In addition, we have 'Speak Out' boxes within each classroom and at locations around the school in which children can leave a written message about any help they require. These are checked weekly by classroom staff and passed on to SLT too.

For some children, they will have been provided with a specific linked person within school to discuss their wellbeing with. This will be provided as part of their targeted support for specific needs, as described below.

Wellbeing Provision Map

2024 - 2025

Identification	Identifying mental health and wellbeing concerns amounts to part of our safeguarding duty. It follows therefore that everyone has a responsibility to be alert to, and report in line with our Child Protection Policy, any concerns they have relating to a child's social, emotional and mental health. As such, this provision map should be read alongside the provisions within our various safeguarding policies including the Child Protection Policy, the Positive Behaviour Policy and our Personal Development Map.		
Levels of Support	Universal Support <i>All children will benefit from the provisions below</i>	Targeted Support <i>Provisions for children who have been identified as having repeated or recurring wellbeing concerns</i>	Specialised Support <i>Specialised support for serious wellbeing concerns</i>
Possible Concerns/needs <i>These lists are not exhaustive and we will judge each concern on a case-by-case basis, signposting parents to the most suitable methods of support</i>	• Suspected Adverse Childhood Experiences (ACEs) • Temporary signs of anxiety • Temporary low mood/change in mood • Difficulty with social interactions • Known difficulties in the home including divorce, bereavement or separation	• Known Adverse Childhood Experiences (ACEs) • Recurring or repeated signs of anxiety • Recurring or repeated signs of social struggles • Recurring or repeated signs of low mood/changes in mood • Changes or escalations in terms of behaviour • Expression of concerning thoughts or ideologies	• Repeated self-harm or expression of suicidal thoughts/feelings/actions • Diagnosed mental health concerns • Known medical conditions or SEN combined known mental health concerns • CiN or CP plan related to known abuse (physical, emotional, sexual or neglect) • Evidence of concerning thoughts or ideologies
Possible Actions/Support Mechanisms	➔ Quality first teaching of carefully chosen PSHE and RSE curriculum and monitoring of the impact of this through SIP actions ➔ Values led	➔ Roots and fruits exercise to determine causes behind behaviour ➔ Risk and resilience activity to determine causes of anxiety ➔ Referral to children's wellbeing practitioner	➔ Calling 999. ➔ Referrals to Children's Services using telephone consultation line 0300 40 40 43 or via the online

	→ Curriculum intent → myHappyMind lessons and mental health champion training for all children → P4C → Signposting to mental health support for the community in general including reminders on newsletters and information on our website. → Sign posting and promotion of national days e.g. anti-bullying, Jeans4Genes → Staff to be aware of and utilise signposting information on the grid for national services/charities that may help: https://thegrid.org.uk/wellbeing/well-being-and-mental-health/national-resources → Actions and reporting of analysis of emerging trends in concerns to be included in termly headteacher reports to governors. → Monitoring of concerns over emerging needs and signs via safeguarding concerns. → 'Chill out' clubs for lunch and break times → Calm/quiet areas within the playground → Reading shacks in playgrounds → High levels of supervision during less structured times (break and lunch)	(external) → Anxiety mapping → Use of the Bridges in Social Understanding Curriculum for neurodivergent children → Behaviour plans or Individual Risk Management Plans (IRMPs) → Early referrals to take a proactive approach, including engagement with parents. → Refer to the school's own Family Support Worker (FSW) service. → Refer to/update external FSW if relevant to a specific need or known to children's services already e.g. FSW for Autism or Intensive Family Support Team/Children Centre worker. → Referral to school nursing team → Group intervention through enrichment groups with a focus on identified needs. → Liaise with parents with regards to courses on offer to them for specific needs → Request for families first assessment → Referral to Behaviour Support Team → Step 2 referral → EBSA ISL guidance for schools → Attendance Support Plan → Referral to ISL on attendance basis → Pastoral Support (see examples listed separately below): → Identification of safe/quiet spaces e.g. The Den or The Hub → Check-ins at key times → Identification of trusted adult → Peer buddy → Zones of Regulation check-ins	referral portal https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/report-child-protection-concern.aspx (depending on severity or urgency). → Use of internal counselling services or those bought in via external providers. → Referral to CAMHS
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	→ Playground activity mapping, focus on promoting physical health through the curriculum and beyond including the daily mile and participation in external sporting events	→ Social skills group → Protective behaviours work → Lego therapy → Drawing and talking therapy → Chill out club at lunchtime → Emotional literacy support assistant intervention → Ollie and his superpowers intervention	
What role do staff play?	All staff in terms of delivery. PSHE lead for monitoring of the curriculum. Senior Mental Health Lead and DSL for safeguarding concerns identified.	All staff in terms of the duty to identify and respond to and report concerns. Emotional Literacy Support Assistant for the running of Enrichment Groups. Senior Mental Health Lead and DSL for safeguarding concerns identified. SENCo	All staff in terms of the duty to identify and respond to and report concerns. Trained therapist for Ollie Coaching Play/Art Therapists from Safe Space Counselling Senior Mental Health Lead and DSL for safeguarding concerns identified.
What role do governors play?	The headteacher will report to governors each term in relation to the provisions above and the access to services currently being used by pupils across the school. Governors play a strategic role in terms of determining the effectiveness of the provisions through analysis of data and case studies. In addition, they may undertake wellbeing focussed visits to witness the appropriate provisions in person and report back to the Full Governing Body about what they have seen and the strategic impact this is having.		

Personal Development

In addition to the provisions detailed above, we have also mapped out our approach to personal development which explains some of the universal support mechanisms in more detail.

Our School Values

Honest Respectful Resilient Kind Brave Responsible Reflective

These were created in consultation with our parents, staff and governors and then ultimately voted for by our children. We view these as our 'universal language': staff are encouraged to discuss these to manage behaviour and they are promoted by house points being awarded when they are seen in action by children. In addition, where possible, we have made links to learning throughout our English, History and Geography Curriculums.

Our RSE and PSHE Curriculum

This is carefully mapped and considered to ensure that all children work progressively through the skills and knowledge they need to achieve our vision. These building blocks become more complex and ambitious as children move through the school. Although our RSE and PSHE curriculum is clearly defined, we encourage flexibility when a need arises which would potentially mean a misconception is not addressed or a safeguarding risk is identified. Details of the content for this curriculum are located on our RSE and PSHE progression of skills and knowledge map.

Our RE Curriculum

Children are provided with a progressive RE curriculum that enables them to understand the main facets of different world religions and respect their faiths and the differences such beliefs may lead to.

Our Curriculum Drivers

Knowing the context of our school, we have carefully considered what we believe children here at Mill Mead should leave us with that they would not benefit from anywhere else:

Social Justice

Resilience and risk taking

Equity

Where possible, links to these have been exposed throughout our English, History and Geography curriculums. In addition, we have three whole school project each year which are progressive and aim to broaden children's personal development throughout exposure to these drivers in a knowledge context not covered by the NC:

Gunpowder, Treason and Plot

Migration

Sustainability

Extra-curricular Provision

Provision determined based on feedback from parents and children. A range of clubs are on offer to develop children's talents beyond the academic. Clubs include sports activities, music lessons, choir and art-based activities.

My Happy Mind

This curriculum provides a series of lessons to ensure pupils develop their confidence and have proactive strategies to help them keep their minds healthy.

Assemblies and Awareness Days

We share important whole school messages and teaching through assemblies. This includes exploring our values and curriculum drivers but can also include messages around safeguarding such as online safety or the NSPCC 'Speak Out' campaign.

Philosophy for Children

We use P4C to allow children to debate concepts and ideas that may differ from their own to ensure they become responsible and respectful citizen. In addition, these lessons are used to explore our values and the themes of our curriculum drivers alongside arising issues of concern or interest for the children.

Mental Health and Wellbeing

Children are proactively taught about mental health and how they can stay mentally well throughout our PHSE and myHappymind curriculum.

Democracy

Children have the opportunity to influence school life through our School Parliament, Eco Council and Fair Trade Council. Classes inform their representatives of issues they would like addressed and these are then discussed in meetings with the relevant council and passed on to our governors by our headteacher. Through these democratic opportunities to impact on change, our children understand the power their voice can have and how this can be used to positively contribute within society.

Zones of Regulation

We use the Zones of Regulation throughout the whole school to provide a framework for children to develop self-regulation.

Children learn to identify emotions, recognise events that might make them move to a different zone and use the tools they have learnt to help them remain or move to a particular zone to help them regulate how they are feeling.

Specific Support for Emotional School Based Avoidance or When Mental Health is Impacting Attendance

When the school, or parents, recognise that there are mental health or emotional concerns impacting on a child's attendance, the following processes will be followed (where applicable in the child's individual circumstances).

Action	Possible Tools and Activities to Support this Process <i>NB: the examples below are not exhaustive and support will be tailored to children's individual needs</i>	Who is involved?
Meeting with parents to discuss ongoing concerns regarding attendance (alongside following normal absence procedures in the attendance policy)	Parent Meeting Framework for Gathering Information from Parents	Parents/carers
Identification of underlying mental health concerns or any school-based anxieties.	Risk and Resilience Card Sorting Strengths and Difficulties Questionnaire Scaling Activities Classroom Worries Card Sorting Blob Playground Worksheet	MHL SENCo Class Teacher Pastoral Support TA External Professionals
Create Attendance Plan that includes strategies and reasonable adjustments to support attendance and identifies the pastoral support that will be in place during school (NB: if the child already has a Assess, Plan, Do, Review format in place, the reasonable adjustments and pastoral support will be added to that existing plan instead).	Self-monitoring checklists Graded exposure and stepped approach to reintegration Alternative start of day arrangements including entrances and timings Offering wraparound care for soft starts (breakfast club) Referral to Safe Space	Parents/carers/ Class teacher SLT (including MHL and SENCo)

External Signposting

If you are concerned about your child's wellbeing, we will always recommend that you speak to a medically or clinically qualified practitioner. The first step in doing so, is to make contact with your child's GP. When a child is in crisis, we may recommend that they are taken to the nearest Accident and Emergency Department to ensure they receive the correct medical and clinical support. Below are examples of the external services or support avenues that we might signpost parents and carers towards in relation to wellbeing concerns. These, and other materials, can also be found on our website under the 'wellbeing' tab within the parent section.

Local Support

Call [HPFT's](tel:08006444101) freephone number: 0800 6444 101 - the quickest way to get help for a mental health crisis, day or night.

Our Local Offer website details services locally that you can access and provides helpful information about identifying when your child's mental health and wellbeing might be suffering.

<https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/mental-health-and-wellbeing.aspx>

Below is a summary of the signs they say you should look out for in your children:

How to spot when your child needs support with their mental health

Knowing when to ask for professional support for your child can be difficult, but as a parent or carer you will usually know when something is not quite right. Some of the signs to look out for are:

- persistent low mood or lack of motivation
- not enjoying things they used to like doing
- becoming withdrawn and spending less time with friends and family
- experiencing low self-esteem or feeling like they're worthless
- feeling tearful or upset regularly
- changes in eating or sleeping habits
- feeling nervous or 'on edge' a lot of the time
- suffering panic attacks

Our local NHS trust has information via the link below to help you determine what type of help your child may need in a crisis and also provides you with relevant sources of help depending on the level of crisis.

<https://www.hpft.nhs.uk/get-help/>

CAMHS offer services for 0-18 year olds in Hertfordshire. They provide interventions for moderate and severe emotional and behavioural difficulties. For help and support and information on referral, phone the 24 hour Single Point of Access (SPA) on 0800 6444 101.

[Specialist Child and Young People's Mental Health Services \(CYPMHS\)](#)

Providing information on services available to help young people with their mental health in Herts.

<https://www.justtalkherts.org/just-talk-herts.aspx>

Providing information about how you can access support for your child from the Children's Wellbeing Practitioner Team:

<https://www.hct.nhs.uk/service-details-/service/childrens-wellbeing-practitioners-21/>

Raising awareness around suicide prevention:

<https://theolliefoundation.org/>

National Support

The following websites have specific advice and resources tailored to enabling parents and carers to support their children's wellbeing and, more specifically, their mental health. Some also have phonelines or live chat functions that you can utilise.

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

<https://www.youngminds.org.uk/parent/find-help/>

<https://www.samaritans.org/how-we-can-help/contact-samaritan/>

<https://www.nhs.uk/every-mind-matters/supporting-others/childrens-mental-health/>

<https://www.annafreud.org/coronavirus-support/support-for-parents-and-carers/>

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

<https://parents.actionforchildren.org.uk/mental-health-wellbeing/>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/mental-health-parenting/>

<https://www.mind.org.uk/for-young-people/information-for-parents/>

The following website provides information about how parents and carers can promote their own wellbeing and explains why self-care is important for parents and carers too:

<https://www.annafreud.org/parents-and-carers/self-care-for-parents-and-carers/>

Children with Additional Needs

<https://www.hct.nhs.uk/service-details-/service/positive-behaviour-autism-learning-disability-and-mental-health-service-palms-50/#>

The following contact details are for SENDIAS who provide impartial advice for parents and carers of children with additional needs and this can include discussions about their wellbeing: <https://www.hertssendiass.org.uk/home.aspx>

info@hertssendiass.org.uk

Telephone: **01992 555847**

Monday to Thursday 9.30am – 3pm

Friday 9.30am – 2.00pm

Support for Parents and Carers with their Own Mental Health

We recognise that your wellbeing as parents and carers matters too. The following links can help you if you find yourselves needing support:

Wellbeing Service

The Wellbeing Service offers free and confidential talking therapy and practical support for Hertfordshire residents (aged 16+) experiencing a wide range of mental health problems such as: worry, low mood, insomnia and stress. You can self-refer to this service. <https://www.hpft.nhs.uk/services/community-services/wellbeing-service/#>

Adult Community Mental Health Services

Adult Community Mental Health Services work with service users to aid recovery and enable them to return to their full potential in day to day life. The service is for 18-65 year olds who have non-psychotic disorders including Personality Disorder and Neuro-Developmental disorders and those with a psychotic or mood disorder. <https://www.hpft.nhs.uk/services/community-services/adult-community-mental-health-services/#>