



Mental Health at The Ryde School

Research

Hertfordshire's emotional wellbeing and behaviour strategy 2020 – 2023. Support and Provision January 2020: Holistic approach to understanding and supporting emotional wellbeing, engagement and behaviour. <https://www.hertfordshire.gov.uk/media-library/documents/about-the-council/data-and-information/childrens-services/hertfordshire-emotional-wellbeing-and-behaviour-strategy-2020-23.pdf>

Mental Health of Children and Young People in England, 2020: Wave 1 follow up to the 2017 survey <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2020-wave-1-follow-up>

5 Ways to Wellbeing

<https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/>

Ways to reduce workload in your school(s). Tips and case studies from school leaders, teachers and sector experts July 2018, updated March 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/838687/Tips_for_school_leaders_.pdf

Training provided by:

<https://www.place2be.org.uk/our-services/services-for-schools/place2be-s-senior-mental-health-leads-training-programme/>

Mental Health Rationale

We acknowledge in our school that emotional and mental health are equally important to our lives as physical health is. For the entire school community at The Ryde, we work to promote good mental health and wellbeing.



The Department for Education (DfE) recognises that:

Children's mental health is an important component of their general well-being and has an impact on their learning and achievement.

“In order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy.”

“Short term stress and worry is a normal part of life and many issues can be experienced as mild or transitory challenges for some children and their families. Others will experience more serious and longer lasting effects. The same experience can have different effects on different children depending on other factors in their life.” (DfE 2018)

Intent

At The Ryde, we want to help children develop strategies that will help them cope with mental health issues, and we want to be a school where:

- Every child is valued.
- Children feel safe and have a sense of belonging.
- Children believe they can discuss their problems openly with trusted adults without fear of being judged.
- Promoting and valuing positive mental health
- Bullying is not tolerated.

The following lists are an abbreviation of the anticipated outcomes for primary children as outline in PSHE Association teacher guidance: Teaching about Mental Health and Emotional Wellbeing.

By the end of Primary School, pupils should know:

- ◆ That mental wellbeing is a normal part of daily life, in the same way as physical health.
- ◆ That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- ◆ How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.
- ◆ How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- ◆ The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- ◆ Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- ◆ Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

◆ That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

◆ Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).

◆ It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Implementation

Children can find a nurturing and encouraging environment at The Ryde, where they can experience success in overcoming challenges and developing resilience. We provide the supportive relationships and positive role models that are so important in promoting children's wellbeing, because for some students, school will be a place of respite. This fosters a feeling of community and belonging.

We give all children the chance to learn about maintaining their mental health through our PSHE curriculum, visiting speakers, and workshops with agencies (e.g. NSPCC, Herts Mind Network) where they will gain knowledge of where or who people with mental health issues can go for support and help, as well as develop understanding and empathy for them.

Whole school	<ul style="list-style-type: none"> • Daily play opportunities: morning and lunchtime for KS1 and KS2 and an additional afternoon play for KS1. • Regular sensory timetabling in the school week, such as singing, dancing, drama, art etc. • In line with statutory recommendations, regular PE lessons (twice a week) that increases heart rate, deepens breath and improves circulation. • PSHE Jigsaw programme. • Mindfulness ‘Calm me’ time during weekly PSHE sessions • A mental health focus day each term: World Mental Health Day (October); Children’s Mental Health Week (February) and Mental Health Awareness week (May). • Promoting the 5 ways to wellbeing, which was introduced to us through a workshop from Mind, Herts. • Developing the use of ‘Zones of regulation’ across the school. • Forest school in every year group to spend time in nature. • Learning outside the classroom ethos. • School pets: Guinea Pigs to provide children with a safe space to support regulation and responsibility. • Anti-bullying week (in addition to PSHE lessons). • Online safety days (in addition to PSHE, computing lessons and weekly Project Evolve sessions). • Immediate unpicking of problems (in line with behaviour policy) • Behaviour policy in line with the Therapeutic approach to behaviour.
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	<ul style="list-style-type: none"> • Enrichment opportunities including trips, visits and workshops planned termly to support children’s positive experiences in school and develop their cultural capital. • House groups to provide the children with opportunities to engage in something as a school community outside of their own class. • We are an active listening school, where we listen to, find out about children’s emotions and help children to solve problems. • Use APDR and interventions in correspondence with our SENCO. • Use and adapt some of the resources from the ‘Protective behaviours’ website.
Staff	<ul style="list-style-type: none"> • Reduction of unnecessary paperwork • Flexible work time outside teaching hours • Additional time out of class on request to complete tasks which need additional time and focus • Supportive staff environment. • Recognition and valued ethos of all staff members • Open door policies from leaders • Use of programmes of study to reduce workload and support high achievement for pupils (e.g. Herts for learning English; White Rose Maths; NCCE (National Centre for Computing Education) Teach Computing; PE Val Sabin for Gymnastics and dance). • All staff treated equally, regardless of position/role. • Lunch provided on training days.

In addition to the above, we also:

- Use the Positive minds programme with Watford football club for our Year 6’s.
- Years 5 and 6 take part in an annual NSPCC workshop.
- Have staff trained to run ‘Drawing and talking’ sessions with identified children.
- Offer placements to play therapy students from Roehampton university to work with identified children for a specified programme.
- Use the local mental health team (Hertfordshire Partnership University NHS Foundation Trust) to work more closely with parents and/or individual or small groups of children.

We have written mental health targets for each year group which are relevant, age appropriate and achievable. This will help to ensure that all children leave The Ryde School with the skills they need to support their mental health and wellbeing after they leave.

Mental health targets	
Whole school	To know who I can talk to if I am worried.
Nursery/Reception	To build and develop secure relationships.
Year 1	To recognise what I am good at.
Year 2	To develop independence.
Year 3	To be able to know and understand the language to describe feelings and emotions.
Year 4	To know ways to be kind to self and others.
Year 5	To develop resilience in learning – growth mind-set.
Year 6	To know the importance of looking after your mental health to supports times of change.

Impact

Our responsibility at school is to help our students learn how look after their mental wellbeing. By the time they leave The Ryde School, the children should be able to talk about:

- What influences their mental health;
- What they can do to maintain good mental health;
- How they can help lessen the stigma associated with mental health issues;
- Where or who they can turn to for support and assistance.