

Churchstanton Primary School



Well-being Policy

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Why Mental Health and Well-Being is Important

Mental Health is *a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community* (World Health Organisation).

Mental health and wellbeing is not just the absence of mental health problems. We want all our children to:

- ✓ feel confident in themselves
- ✓ be able to express a range of emotions appropriately
- ✓ be able to make and maintain positive relationships with others
- ✓ cope with the stresses of everyday life
- ✓ manage times of stress and be able to deal with change
- ✓ learn and achieve

At our school, we aim to promote positive mental health and well-being for our whole school community; children, staff, parents and carers, and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. This supports our general aims of helping children become responsible, respectful, resilient risk-takers.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age. The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

All children go through ups and downs through their school career and some face significant life events. About 10% of children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on their quality of life, relationships and academic achievement. The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

Our school aims to be a place for children to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. Our school might offer a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community. Our role in school is to ensure that they are able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where:

- ✓ all children are valued
- ✓ children have a sense of belonging and feel safe
- ✓ children feel able to talk openly with trusted adults about their problems without feeling any

stigma

- ✓ positive mental health is promoted and valued
- ✓ bullying is not tolerated

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing. Our staff play a vital role in supporting children and are significant role models for our children and parent community. At our school we aim to value our staff and ensure they have the right support to manage their own mental health and promote their wellbeing; in turn this enables them to build good relationships with children and enables them to provide the right kind of emotional and mental health support to the children in their care.

Purpose of the Policy

This policy aims to demonstrate:

- ✓ how we promote positive mental health
- ✓ how we prevent mental health problems
- ✓ how we identify and support children with mental health needs
- ✓ how we train and support all staff to understand mental health issues and spot early warning signs to help prevent mental health problems getting worse
- ✓ key information about some common mental health problems
- ✓ where parents, staff and children can get advice and support

Links to other Policies

This policy links to our policies on Safeguarding, Anti-Bullying, Behaviour Relationship Sex & Health Education (RSHE) and Special Educational Needs and Disabilities (SEND) Policy.

Links with our Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need. We consider **behaviour to be a message**.

A Whole School Approach to Promoting Positive Mental Health

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, be happy and successful and prevent problems before they arise.

This encompasses seven aspects:

1. creating an ethos, policies and behaviours that support mental health and resilience that everyone understands
2. helping children to develop social relationships and seek help when they need to
3. helping children to be resilient learners
4. teaching children social and emotional skills and an awareness of mental health
5. early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services
6. effectively working with parents and carers
7. supporting and training staff to develop their skills and resilience

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues. We aim to be a 'talking school' with an 'Open Door Policy'.

Roles and Responsibilities

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need. All staff understand about possible risk factors that might make some children more likely to experience problems; such a physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

Staff with a specific, relevant mental health and wellbeing role are:

- Designated Safeguarding Leads – Karina Holt, Nicola Tildesley & Claire Halstead
- SENDco – Sam Turner
- Health and Wellbeing Team and Mental Health Champions – Claire Halstead
- Mental Health Awareness trained staff – Kay Archer
- RSHE Lead – Claire Halstead
- Designated Teacher for Looked After and Post LAC Children – Sam Turner
- Emotional Literacy Support Assistants (ELSAs) – Kay Archer
- Nurture Group Lead staff - Kay Archer/Sam Turner
- Attachment and Trauma Aware trained staff – all staff

The Headteacher, Claire Halstead will:

- ✓ leads on and works with other staff to coordinate whole school activities to promote positive mental health
- ✓ provides advice and support to staff and organises training and updates
- ✓ keeps staff up-to-date with information about what support is available
- ✓ liaises with the PSHE Leader on teaching about mental health
- ✓ is the first point of contact and communicates with mental health services
- ✓ leads on and makes referrals to services with support from the SENDCo

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

Support includes:

- ✓ Safeguarding/Child Protection Team
- ✓ SENDCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision.
- ✓ Support staff to manage mental health needs of children
- ✓ Nurture Group for children
- ✓ ELSA
- ✓ School nurse team
- ✓ Wellbeing Support Service run via CAMHS/Primary Behaviour support
- ✓ PFSA – Janella Garbutt
- ✓ Signposting to relevant services e.g. CAMHS, CAHOT, Winston's wish
- ✓ TAF/TAS meetings
- ✓ EHA support
- ✓ EP Pyramid Meetings

Supporting Childs' Positive Mental Health

We believe we have a key role in promoting children's positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including;

Whole School

- ✓ regular Health & Wellbeing Weeks, often annually which explores themes linked to keeping healthy in mind and body
- ✓ using Reading to explore themes and learn about emotions, difference, loss, bullying, change, resilience, etc.
- ✓ assembly themes linked to mental health and well-being
- ✓ use of resources from other agencies such as One Decision, Class Dojo, Body Coach, Jasmine PE
- ✓ displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school

Day to Day

- ✓ meet and greet children and the families at their entrance to school
- ✓ more individualised support for the transition into school/leaving school, as required

Child-led Activities

- ✓ campaigns and assemblies to raise awareness of mental health
- ✓ link to fitness through Y6 Sports Leaders providing fitness and wellbeing opportunities throughout the school year
- ✓ School council leading campaigns and assemblies

Class Activities

- ✓ worry boxes
- ✓ kindness displays and activities – random acts of kindness from Action for Happiness
- ✓ mindfulness and breathing/meditation in class
- ✓ classroom scripts (Golden Rules) and signposting
- ✓ use of online activities such as yoga and mindfulness
- ✓ RSHE as a weekly timetabled session
- ✓ Circle time

Teaching about Mental Health and Emotional Well-being

- ✓ Through our developmental RSHE curriculum we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and help reduce the stigma of mental health problems.
- ✓ Our RSHE lessons supplement this with guidance and resources from other charities and organisations supporting children's mental health e.g. MIND,

Small Group Activities

- ✓ small friendship, social skills groups, bespoke sessions through ELSA
- ✓ lunchtime support e.g. Lego groups
- ✓ Nurture Room opportunities for pupils to be reflective, calm and re-engage.
- ✓ Library sessions

Individual Activities

- ✓ ELSA work 1:1 focused on understanding feelings, safe ways to express emotions,

friendships skills, anger management, self-esteem etc.

- ✓ Anxiety support
- ✓ 1:1 talk time – a safe space and time to talk and be heard
- ✓ Where appropriate, support from the School Nurse 1:1 to support specific mental health/wellbeing needs

Transition Support

- ✓ Transition meetings with parent/carers, child and relevant staff
- ✓ yearly transition Pupil Profiles, for vulnerable children if required
- ✓ Vulnerable Pupil Profile (VPPs) available for all staff to be aware of vulnerable children's needs
- ✓ key adults might support secondary school visits with vulnerable children
- ✓ additional visits to new school settings, for vulnerable children
- ✓ SEND Annual reviews
- ✓ PFSA transition sessions
- ✓ Whole School moving up day
- ✓ Pre-school home visits

Our approach is to:

- ✓ provide a safe environment to enable children to express themselves and be listened to
- ✓ ensure the welfare and safety of children is paramount
- ✓ identify appropriate support for children based on their needs
- ✓ involve parents and carers when their child needs support
- ✓ involve children in the care and support they have
- ✓ monitor, review and evaluate the support with the child and keep parents and carers updated

Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse.

We do this in different ways including:

- ✓ identify individuals that might need support
- ✓ working with the School Office staff who are often the first point of contact with families seeking support
- ✓ home visits before joining EYFS to identify needs
- ✓ induction meetings for children / families joining the school
- ✓ analysing behaviour, exclusions and attendance
- ✓ staff report concerns about individual children to the SENDCO and Designated Safeguarding Leads
- ✓ worry boxes in class for children to raise concerns which are checked by the class teacher
- ✓ weekly staff briefing for staff to raise concerns about individual children
- ✓ gathering information from a previous school at transfer or transition
- ✓ parental meetings
- ✓ enabling children to raise concerns to class teacher and support staff
- ✓ enabling parents and carers to raise concerns through the school class teacher or to any member of staff
- ✓ Wellbeing is on every PDM agenda

All staff have at least annual training on the protective and risk factors (see Appendix 1), types of mental health needs (see Appendix 2) and signs that might mean a child is experiencing mental health problems, this is delivered through our child protection training. Any member of staff concerned about a child will take this seriously and talk to the SENDCO or Designated Safeguarding Leads.

These signs might include:

- ✓ non-verbal behaviour
- ✓ Attention seeking or defiance
- ✓ isolation from friends and family and becoming socially withdrawn
- ✓ changes in activity or mood or eating/sleeping habits
- ✓ lowering academic achievement
- ✓ talking or joking about self-harm or suicide
- ✓ expressing feelings of failure, uselessness or loss of hope
- ✓ an increase in lateness or absenteeism
- ✓ not wanting to do PE or get changed for PE
- ✓ drug or alcohol misuse
- ✓ physical signs of harm that are repeated or appear non-accidental
- ✓ wearing long sleeves in hot weather
- ✓ repeated physical pain or nausea with no evident cause

Staff are aware that mental health needs such as anxiety might appear as noncompliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development. If there is a concern that a child is in danger of immediate harm then the school's child protection procedures are followed.

Involving Parents and Carers

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in supporting their children with mental health needs.

We support parents and carers through:

- ✓ highlighting sources of information and support about common mental health issues through our school newsletter, Inclusion Newsletters and the school website.
- ✓ ensuring parents know who they can come and talk to about any concerns
- ✓ keeping parents informed about the mental health topics children are learning about in RSHE and sharing ideas for extending and exploring this learning at home.
- ✓ organising a range of Mental Health workshops accessing expertise outside of the school. This includes topics such as Anxiety, low mood and Sleep.
- ✓ providing information and signposting to organisations on mental health issues and local wellbeing and parenting programmes.
- ✓ linking up with the School Nurse Team, Early Help Hub, CAMHS and Primary Behaviour Support to provide access to parenting courses.
- ✓ supporting parents and carers with children with mental health needs through sensitive and supportive regular meetings and signposting.
- ✓ PFSA support

When a concern has been raised the school will:

- ✓ contact parents and carers and meet with them

- ✓ in most case parents and carers will be involved in their children’s interventions, although there may be circumstances when this may not happen, such as child protection issues.
- ✓ offer information to take away and places to seek further information
- ✓ be available for follow up calls
- ✓ make a record of the meeting
- ✓ agree an Action Plan
- ✓ discuss how the parents and carers can support their child
- ✓ keep parents and carers up to date and fully informed of decisions about the support and interventions

Parents and carers will always be informed if their child is at risk of danger.

We make every effort to support parents and carers to access services where appropriate. Children are our primary concern, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

Involving Children

- ✓ we seek the child’s views and feedback about our approach and whole school mental health activities through Pupil Voice, surveys and class questions (Listening to Learners each term)
- ✓ we involve children through children attending their own meetings for Annual Reviews of their Education and Health Care Plans. We can also use this approach if we need to provide more support to a child for their mental health. This is a valuable way to gain the child’s view and perspective.

Supporting and Training Staff

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help (see Appendix 3).

Those staff with a specific responsibility have more specialised training and where possible access to supervision from mental health professionals. Staff training to raise awareness of Mental Health and emotional well-being topics have been accessed through training from Educational Psychology/Primary Behaviour Support, Creative Education and local Mental Health Trainers.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing through a range of approaches including mindfulness, training Mental Health Aware senior leaders, signposting to wellbeing guidance and services who can support (for example <https://www.educationsupport.org.uk/>) , supervision from mental health professionals and full access to the Employee Assistance Programme – Care First

Staff Wellbeing is discussed at every Senior Leadership Team meeting and through the Performance Management cycle with all staff. The Senior Leadership Team and governors are committed to providing all staff with listening support in relating to emotional wellbeing. We aim to promote a healthy work life balance and wellbeing through considering workload, ensuring all staff have someone they can talk to within the staff team, flexibility for personal wellbeing appointments within school time, a clear plan for staff bereavement, a coaching culture and a school environment which enables staff to find spaces to be private/mindful/have a break.

The school seeks staff views through informal conversations and questionnaires. The team aim to promote wellbeing and mental health through staff activities, wellbeing initiatives, team work opportunities and regular signposting to guidance/advice linked to mental health, including accessing resources such as Headspace for Educators. We link this work to the NHS '5 Ways to Wellbeing' and also utilise the Action4Happiness (<https://www.actionforhappiness.org/>) resources/guidance.

Monitoring and Evaluation

This policy was made in collaboration with the whole school. Its effectiveness will be monitored by the SLT and Learning Mentor and reported to the FGB. This policy will be reviewed every three years or sooner if deemed necessary.

Appendix 1

Risk and protective factors that are believed to be associated with mental health outcomes (taken from Mental Health and Behaviour in School DfE November 2018).

	Risk factors	Protective factors
In the child	<ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem 	<ul style="list-style-type: none"> • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse, or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord

	Risk factors	Protective factors
In the school	<ul style="list-style-type: none"> • Bullying including online (cyber) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Peer on peer abuse • Poor pupil to teacher/school staff relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • Staff behaviour policy (also known as code of conduct) • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Good pupil to teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective safeguarding and Child Protection policies. • An effective early help process • Understand their role in and be part of effective multi-agency working • Appropriate procedures to ensure staff are confident to can raise concerns about policies and processes, and know they will be dealt with fairly and effectively
In the community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

Appendix 2

Understanding the link between mental health and behaviour

For information see Chapter 3 of the Mental Health and Behaviour in School DfE November 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

Appendix 3

Where to get information and support for support on specific mental health needs

- ✓ Anxiety UK www.anxietyuk.org.uk
- ✓ OCD UK www.ocduk.org
- ✓ Depression Alliance www.depressionalliance.org/
- ✓ National Self-Harm Network www.nshn.co.uk
- ✓ Eating Disorders www.beateatingdisorders.org.uk/
- ✓ Self-Harm www.selfharm.co.uk
- ✓ Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

For general information and support

- ✓ www.youngminds.org.uk champions young people’s mental health and wellbeing
- ✓ www.mind.org.uk advice and support on mental health problems
- ✓ www.minded.org.uk (e-learning)
- ✓ www.time-to-change.org.uk tackles the stigma of mental health
- ✓ www.rethink.org challenges attitudes towards mental health

Specific support for education staff

- ✓ <https://www.educationsupport.org.uk/> - Education Support
- ✓ www.healthassuredeap.co.uk/home/ Employee Assistance Programme – Health Assured (0800 028 0199)
- ✓ Hampshire Educational Psychology staff phoneline - 01962 876239