

| Jeavons Wood Primary School Mental Health and Wellbeing Policy | |
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| To be read in conjunction with : Acceptable use of ICT | |
| Approved by Governing Body: | July 2021 |
| To be reviewed: | Every 2 years |
| Date of next review: | July 2023 |
| Responsible Officer: | CAT Mental Health & Wellbeing Officers for Primary and Secondary school |

INTRODUCTION

“Mental health is defined as a state of well-being in which every individual realizes 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.” WHO 2013

Our Aims:

We aim to promote positive mental health and wellbeing for our whole school community. We recognise how important mental health and emotional wellbeing is in our lives, just the same as physical health.

Our Commitment to emotional health and wellbeing

We believe that every family deserves the same chances and opportunities in life. Here at Jeavons Wood all staff are committed to ensuring that every child grows, learns and enjoys school.

We are committed to creating a respectful and kind environment for all.

We all experience the challenges of life which can make us feel vulnerable and this is the time we may need additional emotional support. We are all accountable for ensuring that everyone has the opportunity to experience positive mental health.

How we promote positive mental health:

- We support children in understanding and verbalising their emotions.
- We support children in feeling comfortable in sharing any concerns and worries.
- We support successful peer relationships.
- We promote healthy self-esteem.
- We celebrate differences in each other.

- We promote emotional resilience and upskill children and parents to manage difficult situations.
- We provide and actively encourage a resilient learning space.

How we achieve our goals:

- We model emotional literacy and resilience through positive adult peer relationships and teamwork.
- We create a safe, nurturing environment where children can explore their feelings.
- We offer a consistent approach which allows children to push their own personal boundaries without fear of failure.
- Universal whole school initiatives, such as 'Children's mental health week' culminating in a whole school 'well-being day'.
- Excellent working relationships and engagement with outside agencies.
- Weekly teaching of PSHE
- Our school core values embedded throughout school practice.

Links to other policies:

- SEND Policy
- Anti-bullying policy
- Behaviour policy
- PSHE policy
- Staff well-being policy

This policy sits alongside child protection procedures

Defined Roles and Responsibilities

"Dealing with mental health is everyone's business" – Time to change (2021)

Senior mental health lead: Abby Constable (Assistant Head for Inclusion)

Lead mental health first aider: Lisa Hubbard (Inclusion and Family Support Worker)

PSHE Lead: Sophie Butcher (Class teacher)

Designated Safeguarding Lead: Sue Wright (Head teacher)

All staff in schools have clear responsibility to safeguard the wellbeing of their students (Keeping Children Safe in Education: 2018).

In line with *the 'Mental Health Training Competency Framework for School staff* the expectation is that all staff at Jeavons Wood:

- Have an understanding and awareness of what is meant by mental health and positive mental health
- Have an understanding and awareness of how to look after their own mental health (self-care)
- Have an understanding and awareness of how to identify children and young people who might be struggling with their mental health
- Have an understanding and awareness of the factors that promote and protect mental health and build resilience
- Are able to identify factors that might increase the risk of developing a mental health problem
- Understand the roles and responsibilities – their own and those of others – in meeting mental health needs of children and young people
- Are able to consider their own values and attitudes about mental health and how these might influence their work
- Are aware of barriers that may exist for different minority groups in terms of accessing services
- Know who they should speak to in the school if they identify a child or young person with mental health difficulties (and what information to include within the conversation)
- Have an understanding of the safeguarding issues and how to respond in their setting to a child or young person in distress or in a mental health crisis including the risk of suicide
- Have a general awareness of key local services and resources that can support better mental health in children and young people.

- Are able to signpost children, young people or their parents/carers to sources of support and advice

Staff with Pastoral Responsibilities:

In line with the *Mental Health Training Competency Framework for School staff -Enhanced competencies* staff have a deeper understanding and practical application of:

- A range of relevant mental health problems (e.g. anxiety, depression, self-harm, suicide etc)
- Factors that make a young person more vulnerable to poor mental health
- Services and care pathways that are able to support children, young people and how to access them
- Strategies to help build resilience and improve mental health of children and young people
- How to build emotional literacy in children and young people through the curriculum (including PSHE lessons)
- Impact of attachment, adverse childhood experiences, trauma and loss
- Value of active listening and communication skills
- Knowledge of how to assess basic mental health needs
- Solution focused/restorative approaches to behaviour management
- Ability to reflect and use supervision for support and advice

Targeted Provision:

Targeted support for individual children includes:

- Support from Inclusion and family support worker.
- Early intervention when identified.
- 'Circle Time' approaches.
- Managing feelings resources e.g. tell me boxes, emotional thermometers.
- Managing emotions groups.
- Therapeutic interventions including nurture style interventions.
- 'Early Birds' breakfast club.

Specialist Provision:

Jeavons Wood have formed close links and offer specialist support for children to access when necessary, via referral:

- Play therapy
- Emotional Health & Wellbeing Service
- Cambridge Acorn Trust
- Younited
- Farm Club
- Equine Club
- Romsey Mill
- Educational Psychologist
- Specialist Teaching Team
- School nurse
- Paediatrician
- Community Police Liaison
- Young Carers
- District Family workers
- Embrace

Assessing Wellbeing:

Jeavons Wood use the following tools to aid assessment of a child's wellbeing:

- Boxall Profile
- SDQ's (Strengths & Difficulties Questionnaire)
- Stirling Wellbeing Scale
- Pupil scale questionnaire
- SCAS Spence children's anxiety scale

Support for Families:

We recognise the important families play in supporting the emotional health and wellbeing of their children. When a child first joins our school, we discuss the importance of positive mental health via meetings and encourage an open sharing culture to enable to offer the best support for their child from day one. All staff are aware of the route to further support for our families, to engage with the Early Help process, as we recognise the impact that home life has on a child's emotional health and wellbeing.

Jeavons Wood has close links to the District Team and are able to offer training and weekly 'drop-ins' to parents via the Early Intervention Family Workers.

Identifying Emerging Needs and Warning Signs:

All staff are aware of warning signs that children may be experiencing, that indicate possible mental health and emotional wellbeing difficulties. These are monitored by the use of attendance patterns, punctuality, relationships, attitude to learning, physical presentation, negative behaviour spirals, changes in family circumstances and recent bereavements. Other warning signs which may indicate support is necessary include, but are not limited to,

- Changes in eating/sleeping habits.
- Withdrawing.
- Low mood/not wanting to join in.
- Talking about self-harm or suicide.
- Expressing negative feelings or loss of hope.
- Physical indications including repeated tummy aches etc with no clear cause.

The MindEd learning portal is available to all staff wishing to know about a specific issue.

Peer Support:

We understand when a child is experiencing mental health difficulties, it can also have an impact on their friends. Friends often want to help but are unsure how to support, and they may also need support themselves, which they can be signposted to.

Jeavons Wood is mindful of the impact of mental health issues on peers surrounding the child and could:

- Discuss with the young person or child what they would like their friends to know
- Discuss with the child or young person how peers can support them safely
- Where and how to access support for themselves
- Safe sources of further information about mental health

SEND and mental health

Children experiencing ongoing mental health issues may have greater difficulty with learning than that of their peers. In some cases, the child may benefit from being identified as having a special educational need (SEN) and will subsequently be added to the SEND register.

Complaints

If a parent wishes to complain about the provision or the policy they should, in the first instance, raise it informally with the Senior lead for mental health and wellbeing, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days. Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available on the school website and from the school office.