



Holbrook Primary School

Mental Health and Well-being Policy

January 2019

This policy was written in consultation with staff, pupils, parents and professionals involved in mental health and wellbeing.

Policy Statement

At Holbrook Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school we:

- Help children to understand their emotions and feelings better
- Help children feel comfortable sharing any concerns or worries
- Help children socially to form and maintain relationships.
- Promote self-esteem and ensure children know that they count.
- Encourage children to be confident and Be the BEST they can be
- Help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school values BEST
- Promoting pupil voice and opportunities to participate in decision-making EG School Council
- Celebrating academic and non-academic achievements in the classroom and during BEST assemblies
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others through our New Year Resolutions
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs

We pursue our aims through:

- BEST approach to school life
- Support for pupils going through recent difficulties including bereavement, separation of parents and newly arrived to the country.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties

Scope

This policy should be read in conjunction with our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE and SRE policies. It should also sit alongside child protection and safeguarding procedures.

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Tamara McCarthy- Designated child protection / safeguarding officer
- Nicola Kelsall- Deputy Designated child protection / safeguarding officer/ SEND Lead
- Bryony Foote- PSHE lead
- Angie Mason- Staff Well-Being Lead

Teaching about Mental Health

- The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum.
- The specific content of lessons will be determined by the specific needs of the cohort however the Dimensions Curriculum/ Protective Behaviours and PANTs are used to deliver the PSHE curriculum to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Nurture group
- Circle time
- Managing feelings resources e.g. 'worry boxes'
- Therapeutic activities including play and lego therapy
- Wishes and Feelings
- Muddy puddles bereavement programme
- Referral to central services including CAHMs

The school will make use of resources to assess and track wellbeing as appropriate including:

- The Boxall Profile

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

Identifying needs and Warning Signs

Staff constantly observe children through their everyday role and report any concerns to appropriate staff, ie SLT and Learning Mentors. The team then use C-Poms to record these concerns, discuss as appropriate and decide on actions that are best suited to support the child. Concerns that are identified are wide ranging but include:

- Attendance
- Punctuality
- Relationship issues
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators
- General worries

Every category is colour coded to aid identification.

School staff also alert appropriate staff if they become aware of more concerning warning signs which may indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs are taken seriously and staff observing any of these warning signs communicate their concerns to the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate, using a yellow form as per the safeguarding policy.

Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Unusual comments through learning / curriculum time

Working with Parents

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and signpost parents to access sources of further support e.g. through parent forums.
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

The school nurse

Family Hub support worker

Educational psychology services

CAMHS (child and adolescent mental health service)

Counselling services

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

Training opportunities for staff who require more in depth knowledge will be considered as part of their additional CPD throughout the year where children's developing needs become more apparent due to developing situations.