



Policy Title	MENTAL HEALTH & WELLBEING
Committee responsible	Ethos & Curriculum committee
Last reviewed	July 2024
Next review due	July 2027
Who is governed by this policy	All staff and pupils at the school
Available on website	YES

MENTAL HEALTH & WELLBEING POLICY

*'Mental health refers to **our emotional, psychological, and social wellbeing**. We all have mental health. Our mental health affects how we think, feel, and act. It also impacts on how we cope, interact and form relationships with others, as well as our daily functioning.'* NHS

1. Introduction

At Warnham CE Primary school, we believe that positive *'mental health is a state of well-being in which every individual realises (their) own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to (their) community.'* World Health Organization

We are committed to promoting and supporting the positive mental health and wellbeing of our whole school community: pupils, staff, parents and carers. We recognise how important positive mental health and emotional wellbeing is to our lives in the same way we do physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can have a direct impact on their learning and achievement.

Persistent poor mental health may lead to pupils 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. About 10% of children aged 5 to 16 have a diagnosable mental health need and this 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". We believe that our school is a place for children to experience a nurturing and supportive environment that can develop self-esteem and give positive experiences for overcoming adversity and for building resilience. For some of our pupils, school will be a place that supports the positive practices at home; for others it will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting their well-being and can support a sense of belonging and community.

We want our children at Warnham to leave primary school having a firm knowledge and understanding of their own mental health; being able to identify a range of emotions within themselves, know what can impact their mental health, having a bank of strategies to help them maintain or return to having positive mental health, and also knowing when and how to access support when needed.

Our role as a school is to ensure that all of our pupils are able to manage times of change and stress, be resilient, are supported to reach their potential, and can access help when they need it. It is key that our children understand that everyone has mental health, just like physical health, and that this is changeable.

2. Teaching about mental health and wellbeing at Warnham

We take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to manage problems should they arise. We do this by:

- Creating and applying a consistent ethos, policies and behaviours that support mental health and wellbeing within our Christian values of Thankfulness, Love and Courage
- Having a consistent whole-school approach for teaching Personal, Social, Health Education (PSHE), and Relationships, Health and Sex Education (RSE), taught through the Jigsaw programme
- Adhering to a positive, restorative approach to behaviour management
- Supporting children socially to form and maintain healthy relationships

- Equipping children with the skills and strategies to feel comfortable about sharing concerns or worries
- Teaching children emotional skills and an awareness of mental health so that they understand their own emotions and feelings better, and those of others
- Promoting self-esteem and ensuring children understand their importance of their place in the world
- Supporting children to be resilient learners, teach strategies to manage setbacks, and support the development of protective factors
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers
- Supporting and training staff to develop their skills and their own resilience
- Developing an open culture where it is normal to talk about mental health

We promote a mentally healthy environment through:

- Promoting our Christian school values of Thankfulness, Love and Courage, and encouraging a sense of community and belonging
- Promoting pupil voice and the opportunities to participate in decision-making
- Celebrating all achievements, both academic and non-academic
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to be reflective
- Enabling access to appropriate support
- Personal, Social and Health Education, and Relationships and Health Education taught in class and through whole-school assemblies, using the Jigsaw programme
- Yearly whole-school Wellbeing week, mental health and wellbeing focus days, and access to information around the school

We pursue our aims through:

- Universal, whole school approaches linked to our Christian values of Thankfulness, Love and Courage
- Support for pupils going through recent difficulties, including bereavement, through interventions such as Emotional Literacy Support Assistants (ELSA)
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties, including attachment disorder
- Taking a holistic approach by building positive relationships with families and working together towards a goal

3. Supporting pupils' positive mental health

At Warnham, we believe we play a key role in promoting pupils' positive mental health and helping to prevent and support poor mental health. Our school has developed a range of strategies and approaches including:

Transition support

- Transition meetings with parent/carers, pupils and relevant staff
- Yearly Transition Passports for vulnerable children
- Transition Passports available for all staff to be aware of vulnerable children's needs
- Key Adults might support secondary school visits with vulnerable pupils

In-class support

- Zones of regulation area to actively check-in emotionally
- Worry boxes
- 'Let your light shine' board, promoting kindness
- Reflection and breathing time
- Jigsaw friend for each class

Whole School

- Wellbeing Week every year
- Wellbeing council

- Two half-termly assemblies based on our whole school PSHE theme (linked to Jigsaw)
- Celebration board to nominate and celebrate those that demonstrate positive mental health and wellbeing strategies
- 'Calm me' time at the beginning of each collective worship to reflect and recharge
- Wellbeing section in the library with a wellbeing 'book of the week'

Targeted support

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

- Circle time approaches or 'circle of friends' activities
- Girls on Board reactive approach
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Managing emotions resources
- Primary Group Work/Mental health and wellbeing groups/ELSA support groups
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques
- Theraplay by trained staff

The school make use of resources to assess and track wellbeing as appropriate. Examples may include:

- Strengths and Difficulties questionnaire
- The Boxall Profile
- Emotional literacy scales

Signposting

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

4. Early Identification and Warning Signs

All staff are vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with a Designated Safeguarding Lead.

Possible warning signs might include:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Changes in academic progress
- 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
- Not wanting to get dressed for PE

If there is a concern that a pupil is in danger of immediate harm then the school's safeguarding procedures are followed.

5. Working with Parents and Carers

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This is cascaded to the Mental Health Lead for assessment.

To support parents and carers we:

- Share ideas about how parents and carers can support positive mental health in their children
- Make our mental health and wellbeing policy easily accessible to parents
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home
- Provide information on mental health issues and local wellbeing and parenting programmes

When a concern has been raised, teachers or the Senior Mental Health Lead and Inclusion Lead:

- Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to safeguarding issues)
- Discuss any relevant referrals to external agencies
- Signpost parents to further information or provide resources to take away
- Create a chronology of actions and events
- Agree mental health care and protection plan where appropriate, including clear next steps
- Discuss how parents can support their child through strategies or signpost to parenting support groups

6. Training Staff

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote this positively, identify mental health needs early in pupils, and know what to do and where to get help.

As a minimum, all staff receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep pupils safe. Details of opportunities for further learning about specific issues are available to all staff.

Training opportunities for staff who require more in depth knowledge are considered as part of our performance management process and additional CPD is supported throughout the year where it becomes specific to the needs of our children at Warnham.

7. Staff mental health and wellbeing

Our greatest and most valued resource at Warnham CE Primary school is its staff; the biggest asset they have is their health and wellbeing. Our aim is to ensure that our school is also a caring and happy place to work, which, if we get it right, can help to enhance individual wellbeing, through personal fulfilment and professional identity. This in turn benefits our pupils and our community.

We strive to support and promote the positive mental health and wellbeing of our staff by:

- Holding termly staff meetings with a focus on wellbeing
- Holding staff wellbeing INSET days
- Continually evaluating our work-load to aid a healthy work/life balance
- Sign posting strategies for maintaining a healthy work/life balance
- Regular work social events
- Regular staff competitions
- Wellbeing week focus activities for staff
- Weekly exercise opportunities
- Free 24 hour helpline to Health Assured for emotional support, coaching, health assessments, medical factsheets, fitness advice, stress assessments
- Free access to the Health Assured app.
- Signposting strategies to support specific mental health problems.
- 'Teacher trios' for colleague support
- Agreeing that Planning, Preparation and Assessment (PPA) time may be taken off-site

8. Roles and Responsibilities

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

- Senior Mental Health Lead – Lianne Brazier-Main
- Mental Health First Aider – Lianne Brazier-Main
- Named Mental Health Governor – Marlene Fleming
- Inclusion Lead – Lianne Brazier-Main
- PSHE and equity – Lianne Brazier-Main

Our Mental Health Leads:

- Lead and work with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing
- Provide advice and support to staff and organises training and updates
- Liaise with mental health services and makes individual referrals to them
- Promote staff wellbeing and champion it throughout the school community

9. Links to other policies

We recognise the clear link between mental health and wellbeing, and the following policies, and staff are aware of the need to refer to these policies when appropriate.

- PSHE and RSHE Policy
- Equal Opportunities Policy
- Safeguarding Policy
- SEND Policy
- Inclusion Policy
- Behaviour Policy