

Christ Church & St Peter's CofE Primary School

'Aiming high, caring for everyone'



'A place to belong'

Mental Health & Well-being Policy

Reviewed by staff & pupils	January 2023
Agreed by Governors	January 2023

Mental Health & Well-being Policy

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1. Introduction

At Christ Church & St Peter's CofE Primary School and **The Nest**, we 'aim high, caring for everyone'. Our school is 'a place to belong'.

'We see you, we hear you, you belong.'

We use the World Health Organisation's definition of mental health and wellbeing:

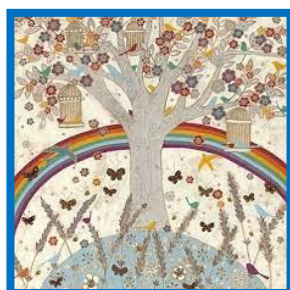
... a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

This policy was developed (and will be reviewed) in consultation with staff, governors, parents & pupils.

This policy is designed to promote the positive mental health and well-being of our whole school community: our pupils, their families, our staff- our community! We strive to be a mentally healthy school. Positive mental health and well-being is at the core of all we do; it is a key consideration in *everything* we do.

'Mental health is everyone's responsibility.' (Anna Freud)

Promoting positive mental health and well-being is a whole school culture; we 'live it' through our daily lives.



Promoting positive mental health and well-being is built from strong roots, not just by painting the leaves.

2. Aims of This Policy

At Christ Church and St Peter's CofE Primary School it is our aim to ensure a whole school culture of promoting positive mental health and wellbeing.

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

- Keep our children safe and feeling secure so that they can make good progress at school.
- Encourage a calm, purposeful and happy atmosphere that is conducive to learning.
- Want every member of the school community to feel happy, valued and respected and where each person is treated fairly and well.
- Ensure all members of the school community can develop a sense of belonging.
- Ensure that all members of our school community feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Help children become responsible and increasingly independent.
- We can all work together and learn well.
- Ensure (any form of) bullying is not tolerated.
- Ensure consistency in expectations and approach.
- Implement a whole school, approach to promoting positive mental health and well-being in our school.
- Build and maintain a workplace environment and culture that supports mental health and wellbeing and prevents discrimination.
- Increase staff knowledge and understanding of mental health, including stress, and wellbeing issues and behaviours.
- Promote a positive working environment that does not adversely impact on the mental health and wellbeing of our staff team.
- Ensure that staff feel supported and valued and therefore enabled to fulfil the demands of their role.
- We 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 dialogue about how we feel.

'We aim to be a 'talking school'

This policy sets out:

- How we **promote, prevent, identify** and support positive mental health in our community.

3. Legislation and Statutory Requirements

The Department for Education (DfE) recognises that, in order to help pupils succeed, schools have an important role to play in supporting children to be resilient and mentally healthy.

This policy is written in accordance of the Equality Act 2010. This Act recognises that a mental health condition that adversely affects behaviour amounts to a disability.

4. Principles of This Policy

▶ We take a **whole school** approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise. This encompasses seven areas:

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
2. Helping children to develop social relationships, support each other and seek help when they need it.
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 and in partnership with appropriate support services.
7. Supporting and training staff to develop their skills and their own resilience. We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

▶ We want all children/young people 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

▶ We recognise that all children go through ups and downs through their school career and some face significant life events. We are clear about the importance of promoting positive mental health in line with the following statistics:

- 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. Or,
- More than 1 in 10 primary school children aged 5 to 10 has an identifiable mental health condition- that's around 3 children in every class.

▶ Mental health and well-being is not just the absence of mental health problems.

▶ Early intervention is key to giving children the best start in life.

▶ We know that a child's emotional health and wellbeing influences cognitive development and learning, as well as their physical health and mental wellbeing into adulthood.

▶ 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.

▶ We are constantly learning and understanding.

▶ We are committed to achieving a health workforce by placing value on both physical and mental health. Mental health problems can be triggered by stress arising from the workplace or outside work and mental wellbeing at work is determined by the interaction between the working environment, the nature of the work and the individual.





▶ We take a **whole school** approach to promoting the positive mental health and well-being of our staff so that they can be the best they can be. This encompasses four areas:

- Build and maintain a workplace environment and culture that supports mental health and wellbeing and prevents discrimination.
- Increase employee knowledge and awareness of mental health, including stress, and wellbeing issues and behaviours.

- Promote a positive working environment that does not adversely impact on the mental health and wellbeing of employees.
- Support the effectiveness of its employees to enable them to fulfil the demands of their role.
- ▶ Bullying of any kind and either adult or child will not be tolerated.
- ▶ We understand the risk factors that contribute to mental health needs and strive to ensure the protective factors that secure positive mental health are in place. (see the next section).

5. Risk Factors and Protective Factors

Risk Factors

<ul style="list-style-type: none"> • Genetic influences • Low IQ/ learning disabilities • Developmental delay • Communication difficulties • Absenteeism • Physical illness • Low self esteem • Inability to self-regulate • Bullying/ cyber bullying • Peer pressure • Discrimination • Break down or lack of friendships • Peer pressure • Poor teacher/ pupil relationship • Exclusions • Transitions 	<ul style="list-style-type: none"> • Family disharmony or break up • Inconsistent behaviour management styles • Parent mental health • Parent substance or alcohol abuse • Parental criminality • Physical, sexual or emotional abuse or neglect (Child Protection) • Death or loss 	<ul style="list-style-type: none"> • Bullying • Discrimination • Physical illness • Low self-esteem • Lack of support • Poor teacher/ pupil relationships • Relationship breakdown • Death or loss • Local or global crisis • Accidents or overwhelming events • Overwhelming work load • Lack of positive relationships/ loneliness • Unsupported • Financial difficulties 	<ul style="list-style-type: none"> • Socio economic disadvantage • Homelessness • Disaster • Local or global crisis • Accidents or overwhelming events • Discrimination • Unemployment • Ill health • Lack of access to services and support
 <p>Child</p>	 <p>Family</p>	 <p>Staff</p>	 <p>Community</p>
<ul style="list-style-type: none"> • Secure attachments • Good self-belief • Good communication skills • Positive attitude • Capacity to reflect • Experience of success 	<ul style="list-style-type: none"> • Family harmony and stability • Strong family values • Affection • Clear and consistent discipline • Support for and of education 	<ul style="list-style-type: none"> • Positive school climate • Clear policies on behaviour etc • Open door policy • Whole school approach to mental health • Wider networks • Opportunities for social experiences • Good CPD and pathways for career progression 	<ul style="list-style-type: none"> • Wider networks and partnerships • Good housing • High standards of living • Opportunities for social roles/experiences • Opportunities to feel success • Good employment opportunities • Range of sport and leisure activities • Range of community events

Protective Factors

6. Working in Partnership

We believe the School has a key role in promoting positive mental health and helping to prevent mental health problems. We are proud to proactively work in partnership with a range of agencies to ensure we are meeting the needs of our community.

We work with the NHS- through the Loughborough Mental Health Partnership: we have our own Education Mental Health Practitioner (EMHP).

We work closely with the School Nursing Team.

We work closely and proactively with Early Help Services

We work closely with the local Youth and Community Officer. They work out of our offices and are part of our PSFA,

We work closely with the Parish Council, representing our community and working closely with a link councillor.

We work in partnership with the Mountsorrel Education Fund to support funding streams and equitable access to support for all of the children in our community.

We have developed a team of well-trained/ highly skilled staff to form our Inclusion Team- their primary aim is to remove or reduce barriers to learning and provide well-being support.

As part of this we employ,

- 2 Non Directive Play Therapists, a councillor, an Educational Psychologist, Licensed Thrive Practitioners

We have specialist provision in our Specialist Social, Emotional and Mental Health Hub.

We refer to and access support from Auternative Coaching. They provide coaching and support particularly for families that are on a diagnosis pathway for their young person or have a diagnosis for a specific need/ set of needs.

7. A Tiered Approach to Preventing (P), Promoting (P), Identifying (I) and Supporting (S)

Highest Need

- Non-directive play therapy (P/I/S)
- Access to the Space (safe place) (inc breakfast & lunch) (P/P/I/S)
- Team Around the Child Meetings (P/P/I/S)
- Individual Thrive profiles (P/I/S)
- Boxall Profile & SDQ (P/I/S)
- Thrive/ Boxall plan (P/P/I/S)
- Support a referral to CAMHs (P/I/S)
- Subsidised referral to Auternative Coaching (P/I/S)
- Staff counsellor (P/P/I/S)
- Weekly supervision/ Range of supervisory experiences (P/I/S)

Some Need

- Refer to the Education Mental Health Prac' for CB therapy (P/I/S)
- Enhanced transition programmes (P/P/S)
- Referral to Auternative Coaching (P/I/S)
- Work with Therapy Dog (P/S)
- Frequent & regular Thrive Time (P/S)
- Access to the Space (inc breakfast & lunch) (P/P/I/S)
- Boxall Profile & SDQ (I/S)
- 1:1 Learning Mentor time (meet & greet/ programme etc) (P/I/S)

- Team Around the Child Meetings (P/I/S)
- Individual Thrive profiles (P/I/S)
- Thrive/ Boxall plan (P/I/S)
- Music/ Art therapy (P/S)
- School nurse referral (P/I/S)
- Fortnightly Supervision (P/I/S)

Low Need

- Small group Therapeutic SEAL
- Thrive time
- Boxall Profile & SDQ
- Team Around the Child Meetings
- Individual Thrive profiles
- Welcome to our school meetings if starting mid year
- Group Supervision
- Peer Mentor/ Line manager planned support
- Reasonable adaptations made

- Weekly PSHE lessons (inc SRE)
- Anti-bullying and Mental health awareness assemblies & campaigns
- Worry monster/dolls
- Circle times
- Whole School Thrive Assessment System
- Meditation time
- Incident & behaviour system analysis
- Termly pupil progress meetings
- Weekly Inclusion Team meetings (inc Solution Circles)
- Visible staff to share concerns with
- Specific extra-curricular activities that support good mental health- e.g. choir, sports
- Whole school decisions have staff workload and wellbeing as a priority
- By asking, staff can prioritise family needs (e.g. meeting at their child's school, watch their child perform)
- Friday Fuddle
- Staff Café
- Signposting to services (inc discreetly)
- Social activities
- Governor led well-being questionnaire and follow up actions
- Assessment points only 3 times per year/ ongoing soft data collection
- Live feedback policy
- Wider curriculum plans and resourcing for core subjects
- Coaching and mentoring for all
- Relevant CPD- ongoing and identified- opportunity for sharing voice and innovating
- Staff extra-curricular activities e.g. choir, yoga, social events

Whole School

8. Identifiable Mental Health Needs

We recognise that Mental health needs can present in different ways and co-morbidly. Common identifiable needs that we recognise and support are:

- Anxiety
- Attachment needs
- Eating disorders
- Low mood or depression
- OCD
- Over activity and poor concentration
- Self harm
- Trauma (PTSD)

9. Links to Other Policies

- This policy links to our policies on Safeguarding and Child Protection, Inclusion, Positive Relationship and Behaviour including anti-bullying, Personal Social Health Education (PSHE), Sex and Relationships Education (SRE) and Special Educational Needs and Disabilities (SEND) Policy.
- Links with the Positive Relationship and Behaviour are especially car. We are mindful of how an individual presents as we consider ***behaviour as communication of need***.

10. 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 needs and ensure that pupils with mental health needs get early intervention and the support they need.

It is the responsibility of the Inclusion Lead and Inclusion Team to ensure early identification measures occur, referrals are made and followed up and appropriate support is provided.

It is the responsibility of the Head teacher and the Governing Body to ensure this policy is applied and applied fairly and equitably.

It is the responsibility of the Trust to have a Mental Health & Well-being policy that supports this policy.

11. Confidentiality

All disclosures are treated confidentially, in line with safeguarding policy, but recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps or actions to be taken.

12. Monitoring and Evaluation

The Head teacher, governor responsible for SEND/INCLUSION and the Inclusion Lead are responsible for monitoring & evaluating the effectiveness of this policy. The Head teacher will report to the governing body and the Academy Trust alongside the responsible governor/s. If necessary, they will make recommendations for further improvement. This policy is to be amended, if necessary, and reviewed (at least) annually.

The school keeps written records of all disclosures, meetings and referrals. These are logged on our central, cloud based CONFIDENTIAL system (CPOMs).

It is the responsibility of the Head teacher and the Inclusion Lead to review the types of issues and needs recorded to evaluate best provision.

and apply this policy without prejudice and in a consistent, non-judgmental way.