



MENTAL HEALTH AND WELLBEING POLICY

WRITTEN BY	VERSION	DATE	REVIEW DATE
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AIMS

Mental health and wellbeing is an important part of the pastoral care of our whole community – this includes both the children/young people in our care as well as our own staff.

This policy sets out our approach to mental health and wellbeing for all parties.

Those experiencing mental health difficulties should not face discrimination and the school are committed to helping to identify these difficulties and supporting people to overcome them.

LEAD MEMBERS OF STAFF

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

- Miss Kate Vincent – Senior Mental Health Leader, Designated Safeguarding lead
- Mrs Natasha Roberts – SENDCO, Mental health lead
- Miss Lynsey Heller, Mrs Tracy Price and Mr Sam Stott Co- Designated Safeguard Leads
- Sarah Golden Leader In Me Lead
- Miss Alice Ison PHSE lead
- Miss Rowena Singh Mental Health First aider
- Mrs Marion Clelland - Wellbeing Governor

VERSIONS

A co-produced version of this policy is available for:

- Parents and carers;
- Young people.

LINKS TO OTHER POLICIES

This policy should be read in conjunction with the Staff Handbook and the following policies:

- PSHE Policy and curriculum
- Performance Management
- Whole school Behaviour
- Special Educational Needs
- Safeguarding Children
- Health and Safety
- Supporting Children with Medical Conditions
- Equality Plan/Public Sector Equality Duty
- Whistleblowing (duty to act)

This policy follows the guidance provided by the Mental Health Awareness Programme in Education, ©The Root Of It 2019

ETHOS

We recognise that everyone will experience mental health difficulties at some point in their lives and have an ethos, which encourages support and respect for both staff and pupils. At our school, we have an inclusive ethos, which encourages support and respect for both staff and pupils.

We aim to recognise those in need and will endeavour to support them as best we can, possibly signposting them to others who can help. We do not judge or blame, we act to provide a support network for those experiencing difficulties.

At the same time, we also recognise the importance of taking care of our own mental wellbeing, taking actions and encouraging others to include positive mental activities as part of a healthy lifestyle. Whether this is providing opportunities to talk to others, or take part in activities promoting mental health.

A WHOLE SCHOOL APPROACH TO PROMOTING POSITIVE MENTAL HEALTH

We aim to:

- Create an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
- Help children develop social relationships support each other and seek help when they need it.
- Help children to be resilient learners.
- Teach children social and emotional skills and an awareness of mental health.
- Identify children who have mental health needs and planning support to meet their needs, including working with specialist services.
- Effectively work with parents and carers.
- Support and train staff to develop their skills and their own resilience.
- Create an open and positive culture that encourages discussion and understanding of these issues.

ROLE OF THE MENTAL HEALTH LEAD

Our Mental Health acts as a champion for mental health and wellbeing, reporting to the Leadership Team.

Their role has a whole school overview and coordinates the school's approach to positive mental health and wellbeing.

As endorsed by the Department for Education, they will:

- Oversee the whole school approach to mental health and wellbeing, including how it is reflected in the design of behaviour policies, curriculum and pastoral support, how staff are supported with their own mental wellbeing and how pupils and parents are engaged;
- Support the identification of at risk children and children exhibiting signs of mental ill health;

- Knowledge of the local mental health services and working with clear links into children and young people's mental health services to refer children and young people into NHS services where it is appropriate to do so;
- Coordination of the mental health needs of young people within the school or college and oversight of the delivery of interventions where these are being delivered in the educational setting;
- Support staff in contact with children with mental health needs to help raise awareness, and give all staff the confidence to work with young people;
- Oversee and monitor the outcomes of interventions, on children and young people's education and wellbeing.

LEADERSHIP

The Mental Health Lead reports directly to the Head teacher and meets regularly with them to discuss the provision for staff and pupil mental health and wellbeing. The agenda for these meetings may consist of:

- Staff wellbeing provision and activities
- Pupil wellbeing provision and activities
- Parental engagement provision and activities
- Monitoring of identification and outcomes of pupil interventions
- Monitoring individual support needs (not minuted)
- Policy review (if required)
- Review of Mental Health and Wellbeing Action Plan (if not covered in the points above)

General issues and provision discussions are minuted to provide a formal record; however, notes on discussions related to the support of individuals are kept confidential and are not attached to the minutes.

The Mental Health Lead presents a written report for the Governing Body on Mental Health and Wellbeing across the school.

They may also be involved in meetings to support staff or pupils with mental health needs. The Mental Health Lead may also need to review provision as a result of individual mental health needs, even if they are not directly involved in organising the support.

STAFF

SUPERVISION

Staff who require supervision, or feel they need it due to their current workload or situation are allocated a supervisor to support the emotional impact of their work, this will be done jointly with the member of staff to risk assess elements of their role and adaptations as appropriate.

The frequency and duration of supervision is adjusted according to the complexity and caseload of the staff, in addition to other factors, which could affect their mental health.

Supervision sessions are confidential and whilst the supervisor may keep notes to aide their work, these are not reported to management, unless there is a statutory or safeguarding requirement to do so.

Staff, who are not allocated supervision but who feel they would benefit from the support, should approach their line manager in the first instance, or contact the Mental Health Lead.

SUPPORT

As employees, staff who feel they need support are able to access the following services:

- The Education Support Partnership – a free service for all those working in education in the UK, 08000 562 561, <https://www.educationsupportpartnership.org.uk/>
- Spectrum Employee Assistance Programme – a paid service by the school providing 24/7 access to unlimited mental health and wellbeing supports, including a personal Mental Health Coach and open-ended therapy, at the touch of a button provided for staff and their families
- Cruse Bereavement support – a free service using specially trained bereavement counsellors via telephone (0808 808 1677), email and website
- SANE support forum – free support 24/7 a safe space for support and to share ideas <https://www.sane.org.uk/how-we-help/sane-community/support-forum>
- CALM: a charity providing a mental health web chat daily, between 5pm and midnight). They offer an accredited confidential, anonymous and free support, information and signposting to people anywhere in the UK through their web chat service. Chats are taken by trained staff who are there to listen, support, inform and signpost

WELLBEING

As employees, staff can access the following wellbeing services and classes:

- Wellbeing platform by Spectrum Life designed to support physical, emotional, nutritional and mental wellbeing offering online classes, video content, live classes, forums and group support.
- Signposted wellbeing and alternative holistic therapies across Southampton to meet the needs of the staff

MONITORING ARRANGEMENTS

In addition to regular meetings between the Mental Health Lead, Head teacher and Mental Health Governor, staff wellbeing is monitored through an annual anonymous staff survey.

CHILDREN

IDENTIFICATION

Pupils with mental health needs are often identified by those closest to them - their parents or the classroom staff. These concerns are discussed with either the SENDCo or the Mental Health Lead depending on their nature.

Staff all receive training on helping them recognise the symptoms that a mental health difficulty is affecting their daily lives.

SUPPORT

This school tailors its support for our children and young people according to their needs. As a school, we have access to the following services, provided by ourselves or externally:

- Emotional Literacy Support Assistant in school
- Educational Psychologist
- School Nursing Service
- Early Help via Southampton child and families
- Family support workers via Southampton child and family services
- Speech and Language therapists
- Children and Adult Mental Health Services (CAMHS)
- Southampton Autism Support Service
- Therapists

WELLBEING

The school provides the following wellbeing activities for our children and young people:

- Promote and teach leadership strategies alongside our Leader in Me program to help pupils identify, manage and self regulate.
- Provide curriculum opportunities to experience a wealth of wellbeing activities across the year including; physical wellbeing, emotional wellbeing and holistic approaches
- Celebrate individuality and difference as part of our yearly community day using music, dance, art and complementary therapies

MONITORING ARRANGEMENTS

The Mental Health Lead, Head teacher and SENDCo meet regularly to monitor the provision of mental health and wellbeing for pupils.

RAISING CONCERNS

If a staff member has concerns about the mental health of a colleague, they should try to speak to them. If they remain concerned, they are able to talk in confidence to either the Mental Health Lead or the qualified Mental Health First Aider on staff.

If someone has a concern about the mental health of a pupil, they should initially speak to the class teacher, the SENDCo or the Mental Health Lead. However if there is a fear that the child is in danger of immediate harm, then the normal child protection procedures should be followed with an immediate referral to the designated safeguarding lead. If the child presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by Mrs Roberts SENDCO in conjunction and collaboration with Parents / Carers.

EARLY IDENTIFICATION, REFERRING AND SUPPORTING CHILDREN

We aim to identify children with mental health needs as early as possible to prevent things from getting worse; we do this in different ways including:

Our approach:

- Provide a safe environment to enable children to express themselves and be listened too.
- Ensure the welfare and safety of children are 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 children and keep parents and carers updated.

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:

- SDQ (Strength and Difficulty Questionnaires),
- Boxall standardised assessments.
- Staff report concerns about individual children to the relevant lead persons.
- Worry boxes in each class for children to raise concerns which are checked by the Class Teachers and Mental Health Lead (these are anonymous but give an indication of needs in a particular class regularly).
- Pupil Progress Review meetings termly

- Informal and formal meetings for staff to raise concerns.
- A parental information and questionnaire on entry to the School.
- Gathering information from a previous school at transfer.
- Initial parental meetings in EYFS and parents evenings throughout the school to raise any concerns from home or relating to school.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.
- Changes in patterns may indicate warning signs indicating that a student is experiencing mental health or emotional wellbeing issues. Teaching and support staff are responsible for reporting concerns about individual children to designated adults within the school.

These may include:

Attendance

Punctuality

Relationships

Approach to learning

Physical indicators

Negative behaviour patterns

Family circumstance

Recent bereavement

Health indicators

SUPPORT POSITIVE MENTAL HEALTH ACROSS OUR SCHOOL

We believe our school has a key role in promoting children positive mental health and helping to prevent mental health problems. We have developed a range of strategies and approaches including:

PUPIL-LED ACTIVITIES:

- Campaigns and assemblies to raise awareness of mental health.
- Peer mentoring – children working together to solve problems and planned sessions where identified adults mentor a designated child
- Friendship Squad – a lunchtime group supporting younger children at lunchtime.
- Individual transition plans for children identified as feeling anxious regarding change

This policy follows the guidance provided by the Mental Health Awareness Programme in Education, ©The Root Of It 2019

TRANSITION PROGRAMMES:

YR 6 - 7

- Transition Programme to secondary schools, which includes all Year 6 children having a staff mentor to support a smooth transition to secondary school
- Planned Summer 2 to incorporate life skills to increase confidence, resilience and practical skills to be able to be confident in secondary schools
- Meetings with Secondary and additional visits organised for children who may need additional help to move over including those with anxiety, children who are the only child from our school.
- ELSA support prior to, during and after visits for children if needed
- Accompanying children with specific needs during their transition

EYFS TO YR R

- Transition Programme for children new to school, including meeting parents prior to starting to learn about the children's home / development and interests before starting
- A photo story sent to all parents as a bedtime read to help the children familiarise themselves with their new school
- A range of meet, greets, and short stay sessions prior to Yr. R beginning full time
- Meeting with the child and Nursery / Pre-School to begin to form bonds and understanding their interests and needs

CLASS SUPPORT

- School behaviour policy using the Star to celebrate achievements in class and with parents
- Worry boxes / Monster - where children can anonymously share worries or concerns in class and select the adult they wish to talk to
- Mental health teaching programmes e.g. Leader in Me – Leading ourselves
- Circle times
- Wellbeing day – whole school focus on doing things that make us feel good
- Displays and information around the School about positive mental health and where to go for help and support

ADDITIONAL INTERVENTIONS

- Friendship skills – building and maintaining
- Mindfulness program – developing stop and pause techniques including breathing and meditation

- Dealing with separation and divorce
- Starving the Anxiety gremlin program
- Identifying emotions in others and ourselves
- Talk time – check in, catch up and support
- Support program on dealing with terminal illness within the family
- Bereavement support – letting go program
- Worry Monster daily check in's
- Fireworks in our tummy
- Talk about – Social skills, self-esteem, friendships
- Supporting children with specific needs and their wellbeing e.g. anxiety, ocd, depression etc.

TEACHING ABOUT MENTAL HEALTH

The skills, knowledge and understanding needed by our children to keep themselves and others physically and 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 we are teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We follow the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Teaching about mental health and emotional wellbeing Through PSHE, we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

EYFS & KEY STAGE 1 CHILDREN LEARN:

- To recognise, name and describe feelings including good and not so good feelings.
- Simple strategies for managing feelings.
- How their behaviour affects other people.
- About empathy and understanding other people's feelings.
- To cooperate and problem solve.
- To motivate themselves and persevere.
- How to calm down.

- About change, loss, and the associated feelings (including moving home, losing toys, pets or friends).
- Who to go to if they are worried.
- About different types of teasing and bullying, that these are wrong and unacceptable.
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

KEY STAGE 2 CHILDREN LEARN:

- What positively and negatively affects their mental and emotional health (including the media).
- Positive and healthy coping strategies.
- About good and not so good feelings.
- To describe the range and intensity of their feelings to others.
- To recognise and respond appropriately to a wide range of feelings in others.
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- About resilience.
- How to motivate themselves and bounce back if they fail at something.
- How to empathise and be supportive of others.
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves.
- About the importance of talking to someone and how to get help

WORKING WITH ALL PARENTS

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents, we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child

- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular parent's evenings and parental workshops (as appropriate and needed)
- 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
- Communicate with Parents / Carers as needed in response to local / national events / news, trends or disasters prior to discussion with children.

QUALITY OF RESOURCES

Whilst each resource is slightly different, we assess the usefulness and quality of tools, support groups, wellbeing provision and other resources using a scoring approach using the Mental Health Resource Quality Assessment:

- What is the resource?
- What is its purpose?
- What do you want to use it for?
- How many people will it be accessible to?
- Is there evidence it will work for that purpose?
- What are the benefit for the people utilising the resource?
- What are the limitations of utilising the resource?
- What is its cost-effectiveness?

TRAINING

As part of the Mental Health and Wellbeing Action Plan, the Senior Leadership Team assess and review the training needs of teaching and non-teaching staff, Governors, Senior Leaders, student teachers, volunteers and others who may be working in our schools.

During the induction process, those who have not received the mental health training identified appropriate to their role will be offered the training at the first available opportunity.

LINKS TO OTHER SERVICES

Further support and resources are available in the Banister resources document on our webpage.

FEEDBACK

All feedback relating to this Policy or the implementation of it can be addressed in confidence to Mr Peter MacBride (Chair of Banister Primary School)

Staff reporting concerns about the implementation of this policy may wish to also refer to the Whistleblowing Policy if appropriate.

REVIEW

This policy will be reviewed annually by Senior Mental Health lead in conjunction with the Senior leadership team and approved by Governors.