



# WOOL CE PRIMARY SCHOOL

Rooted in the community to grow and flourish

Name of Policy:	Mental Health and Wellbeing
Date first adopted:	September 2022
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Reviewed By:	

# Mental Health and Wellbeing Policy

## Policy Statement

*Mental health is 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. (World Health Organization)*

*“In order to help their child succeed, schools have a role to play in supporting them to be resilient and mentally healthy.” (DfE)*

In our school our **Christian vision** shapes all we do. At the very heart of our school vision is our commitment towards enabling **every member of the school community to grow and flourish**. We believe passionately that, without achieving good mental wellbeing, children, parents, staff will not be able to **flourish**. We therefore do all we can to help our stakeholders develop skills and strategies to nurture mental health and wellbeing. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils. These strategies work alongside our **school values: love, faith, respect, perseverance and aspiration**.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues.

## **Scope**

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is designed for staff, governors, families, and anyone who forms part of our **school community** on a regular basis; ensuring everyone is clear on Wool's Mental Health provision that it is embedded as part of the school's culture and **Christian** ethos.

This policy should be read in conjunction with our medical policy in cases where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

Pupils with Social, Emotional and Mental Health (SEMH) experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours. These sometimes reflect underlying mental health difficulties such as anxiety and depression, self-injury, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

'Behaviour' was removed as a distinct SEND Category for the 2014 Code of Practice, under the

assumption that undesirable behaviour is a communication of unmet need in one or more of the categories of SEND (i.e. broad areas of need – Social Emotional and Mental Health needs, Communication and interaction needs, Cognition and Learning needs or Sensory and/or Physical Needs).

At Wool CE Primary we understand that 'behavioural difficulties' could be an indication of an unmet need in one or more of the categories of SEND. We also understand that 'behavioural difficulties' do not necessarily mean that a child or young person has a possible mental health problem or special educational need. Negative experiences and distressing life events can affect mental health in a way that brings about temporary changes in a young person's behaviour. As stated in the Safeguarding and Child Protection policy, and in order to meet the varied SEMH needs of our pupils, our school promotes a nurturing, caring, supportive environment in which each individual is valued and **respected**. This is achieved through nurturing our **Christian values**, celebrating diversity and showing **love** towards everyone. We have high expectations that every pupil succeeds, aspires, believes and acts. We recognise that all children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them. We aim to promote a caring, supportive environment in which each individual is valued and **respected**. We have high expectations for all and **aspire** to achieve excellence.

All adults at Wool recognise that every child needs the foundation of positive mental health to benefit fully from all of the opportunities available to them. Everyone experiences life challenges that can make us vulnerable. At times, anyone may need additional support to maintain or develop good mental health. The mental health of children, adults in schools, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences. All children have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody. This will help them to **grow and flourish**.

Wool is committed to raising awareness, increasing understanding and providing a place where all children feel safe, secure and able to achieve and experience success and well-being. A consistent approach means that the school environment and the school **Christian ethos** promote the mental health of the whole school community. Healthy relationships underpin positive mental health and have a significant impact.

In order to achieve this, we provide the standard curriculum and extended provision, e.g. whole school nurturing approach, Mental Health First Aid (MHFA), ELSA, PSHE, Wellbeing activities and play, nurture, differentiated learning activities, individual timetables, parents/carers events, challenging stereotypes, etc.

***The policy aims to:***

- To recognise our responsibilities in supporting pupils with mental health and wellbeing needs.
- To provide a consistent approach that means the school environment and school ethos all

promote the mental health of the whole school community.

- To acknowledge healthy relationships, underpin positive mental health and have a significant impact.
- To increase the level of awareness and understanding amongst staff and parents/carers of issues involving the mental health of young people, in particular with low self-esteem, self-harm, emotional regulation, anxiety, depression, loss and bereavement.
- To detect and address problems in the earliest stages where they exist in thinking and attitudes to self/image, self-esteem and self-control.
- To implement the appropriate level of support in school available to students with mental health issues and also in partnership with outside health agencies and child support groups.
- To continue to promote positivity around mental wellbeing.
- To reduce the stigma associated with mental health.
- To ensure all staff is alert to their responsibility to ensure the wellbeing and welfare of all students, progress and achievement in school depends on this.

Integral to this is our recognition of equal responsibility to vulnerable staff, pupil and their parents/carers and those with Protected Characteristics (Equality Act, 2010).

**At our school we will provide a mentally healthy environment which has:**

- A clear and agreed ethos and culture that accords value, **love** and **respect** to all.
- A commitment to being responsive to children and young people's needs.
- Clearly defined mental health links in school policies.
- Clear guidelines for internal and external referrals.
- Strong links with external agencies to provide access to support and information.
- A named lead for mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business. A mentally healthy environment is where children and young people:
  - Have opportunities to participate in activities that encourage belonging.
  - Have opportunities to participate in decision making.
  - Have opportunities to celebrate academic and non-academic achievements.
  - Have their unique talents and abilities identified and developed
  - Have opportunities to develop a sense of worth through taking responsibility for themselves and others.
  - Have opportunities to reflect.
  - Have access to appropriate support that meets their needs.
  - Have a right to be in an environment that is safe, clean, attractive and well cared for.
  - Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times.

### **A mentally healthy environment where staff:**

- Have their individual needs recognised and responded to in a holistic way. Have a range of strategies that support their mental health, e.g. a provision 'Mental Health First Aider' a named person to speak to, signposting etc. Have recognition of their work-life balance.
- Have the mental health and wellbeing of the staff reviewed regularly.
- Feel valued and have opportunities to contribute to decision making processes.
- Celebrate and recognise success.
- Are able to carry out roles and responsibilities effectively.
- Are provided with opportunities for CPD both personally and professionally.
- Have their unique talents and skills recognised and opportunities are provided for development.
- Have time to reflect.
- Can access proactive strategies and systems to support them at times of emotional needs in both the short and long term.

### **A mentally health environment where parents/carers:**

- Are recognised for their significant contribution to children and young people's mental health.
- Are welcomed, included and work in partnership with schools and agencies.
- Are provided with opportunities where they can ask for help when needed.
- Are signposted to appropriate agencies for support.
- Are clear about their roles and expectations of their responsibilities in working in partnership with school.
- Opinions are sought and valued and responded to.

## **RATIONALE**

Our school aims to provide a whole school approach to Mental Health and Wellbeing, which is essential to ensure consistency and effectiveness for all pupils and adults within our dynamic. We aim to include:

- High quality in class support – all members of staff are responsible for the emotional wellbeing of students.
- A whole school nurturing approach – support and opportunities for social and emotional development.
- Communicating with parents/carers and families positively and realistically to create a partnership approach to their child's emotional health and wellbeing.
- Liaison with appropriate agencies to enlist, advise and/or support (e.g. School Nurse, Paediatrician, CAMHS, Clinical Psychologist, Educational Psychologist). Additional practices to promote wellbeing and positive mental health include:
  - A School Council with elected membership which represents all year groups, that meets every term.
  - A reward system (TRACK IT lights) which recognises positive behaviour, personal and academic achievement, effort and other achievements.
  - Rewards, achievement certificates are awarded as reinforcement and encouragement. Supporting

Students with Mental Health at school.

- A staff team that knows every child well and can spot where poor or unusual behaviour may have a root cause that needs addressing.
- Effective use of data so that changes in pupils' patterns of attainment, attendance or behaviour are noticed and can be acted upon.
- Weekly staff briefing/bulletin.
- Weekly safeguarding updates.
- Half Termly pupil progress meetings.
- Wellbeing group.
- SLT safeguarding agenda - Any staff member who is concerned regarding the mental health and wellbeing of a pupil should follow the Mental Health First Mapping interventions chart (Appendix 1) to support decision making. Staff should refer concerns to the SENDCo and/or the Mental Health lead professional.

If any member of staff feels the pupil is in immediate danger of harm, then normal safeguarding procedures should be followed (see Safeguarding policy) including a referral to the relevant Designation Safeguarding Lead (DSL). If the student has seriously self-harmed then staff should follow the normal procedures for medical emergencies, including alerting Reception so that their appropriate first aid can be given and if necessary contacting the emergency services for admission to hospital. All concerns will be a standing item on the weekly safeguarding agenda, half termly safeguarding meetings. Following written referral, the SENDCo/Mental Health lead professional will follow guidance outlined within the MHFA mapping Chart (Appendix 1).

### **Lead Members of Staff**

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

- Ellie Griffiths**, - Designated Safeguarding Lead
- Tasha Hardy, Emma Robinson** – Deputy Safeguarding Leads
- Tasha Hardy** - Mental Health and Emotional Wellbeing Lead
- Sam Mitchell** - Lead First Aider
- Tasha Hardy** – SEND, Inclusion and Pastoral Lead
- Ellie Griffiths** - CPD Lead
- Tasha Hardy** - Head of PSHE

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Mental Health Lead in the first instance. If there is a fear that the pupil 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 pupil 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 the Mental Health Lead.

## **SIGNPOSTING and SUPPORT**

- A whole school approach to promote the emotional health and wellbeing of all students.
- Clear policies on behaviour, bullying, SEND, PSHE and Relationships.
- Culture within the school that values all pupils, allows them a sense of belonging and makes it possible to talk about problems in a non-stigmatising way.
- Continuous professional development for all staff.
- Strengths and Difficulties Questionnaire (SDQ) to help judge whether individual students might be suffering from a diagnosable mental health problem in accordance with DfE Mental Health and Behaviour in Schools Guidance, 2015
- Referral to the school SENCO/ Mental Health lead professional for early intervention programmes of support (See Appendix 1 – SEMH interventions map).
- Mental Health First Aid (MHFA) and wellbeing activities.
- Half termly 'Safeguarding' meetings to identify and monitor support strategies for students.
- Peer mentoring.
- Working with outside agencies to provide interventions for students with mental health problems (e.g. School nurse, Educational Psychology, Community Paediatrician, Therapists and Counsellors).
- Referral to East Dorset CAMHS.
- Early intervention is paramount to success. All interventions and approaches will be recorded on 'pupil profiles' and monitored as part of the school assess-plan-do-review process (for further details please see SEND policy). Supporting staff who are working with students with mental health issues School acknowledges that staffs who are working closely with distressed students exhibiting mental health problems/issues can themselves be placed under emotional strain. All staff are welcome to approach their line manager or other senior leaders where appropriate. Line managers will provide supervision and support.

We will ensure that staff, pupils and parents/carers are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it.

We will display relevant sources of support in communal areas and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring pupils understand:

- What help is available
- Who it is aimed at
- How to access it

- Why to access it
- What is likely to happen next

## **Individual Care Plans**

It is helpful to draw up an individual care plan for pupils causing concern or who receives a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

Plans should be regularly reviewed and where possible the child's voice forms part of the review and subsequent plan. That way children are aware and feel things are being done for them NOT too them.

## **Teaching about Mental Health and Wellbeing**

The skills, knowledge and understanding needed by our pupils 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're 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 will follow the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Refer to the schools PSHE and Relationships policy for further detail.

This Mental Health and Wellbeing Policy should be read in conjunction with:

- SEND Policy
- Behaviour and Relationships Policy
- Safeguarding Policy
  - PSHE Policy
  - Equality Policy

## Policy Review

This policy will be reviewed every 2 years as a minimum. It is next due for review in September 2024. Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to Tasha Hardy, our mental health lead via school contact details.

This policy will always be immediately updated to reflect personnel changes.

### Appendix 1 SEMH INTERVENTION MAPPING CHART – Wool CE Primary School

Tier 1 – Classroom Teacher	Tier 2 – Internal Referral	Tier 3 – External Referral
<ul style="list-style-type: none"> <li>• Calm conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance mentoring, phone calls/letters</li> </ul>	<ul style="list-style-type: none"> <li>• School nurse</li> </ul>
<ul style="list-style-type: none"> <li>• Therapeutic ‘Steps on’ approach following behaviour and relationships policy</li> </ul>	<ul style="list-style-type: none"> <li>• Parental meetings every 4-6 weeks to review therapeutic behaviour plan in place</li> </ul>	<ul style="list-style-type: none"> <li>• Family support workers</li> </ul>
<ul style="list-style-type: none"> <li>• ‘Catch pupils being good’</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor support plan and risk reduction plan – SENDCo/MH lead/SLT</li> </ul>	<ul style="list-style-type: none"> <li>• CAMHS</li> </ul>
<ul style="list-style-type: none"> <li>• Tactical ignoring</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 Mentoring, pastoral drop ins</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Psychologist</li> </ul>
<ul style="list-style-type: none"> <li>• Praise those around them</li> </ul>	<ul style="list-style-type: none"> <li>• ELSA sessions</li> </ul>	<ul style="list-style-type: none"> <li>* Therapies (eg, play therapy) and Counsellors through Early Help</li> </ul>
<ul style="list-style-type: none"> <li>• Move pupil places</li> </ul>	<ul style="list-style-type: none"> <li>• Early help assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Social Care</li> </ul>
<ul style="list-style-type: none"> <li>• Speak to the child 1:1</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCo – SEND assessments (cognition, attainment,</li> </ul>	<ul style="list-style-type: none"> <li>• ADHD assessment (via CAMHS or Paediatrics)</li> </ul>

	dyslexia screening)	
<ul style="list-style-type: none"> <li>• Ring/email parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>• Access arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• Young carers</li> </ul>
<ul style="list-style-type: none"> <li>• Give the child SMART targets (support mini plan)</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonable adjustments (behaviour and attainment)</li> </ul>	<ul style="list-style-type: none"> <li>• LAC 1:1 tutors</li> </ul>
<ul style="list-style-type: none"> <li>• Contact the SENDCo/Mental Health lead</li> </ul>	<ul style="list-style-type: none"> <li>• Social communication and interaction work</li> </ul>	<ul style="list-style-type: none"> <li>• Compass</li> </ul>
<ul style="list-style-type: none"> <li>• Regular 1:1 meetings with the child</li> </ul>	<ul style="list-style-type: none"> <li>• LSA support</li> </ul>	
<ul style="list-style-type: none"> <li>• Request SENDCo drop into lessons and complete anxiety mapping, subconscious/conscious observations</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to external agencies</li> </ul>	
<ul style="list-style-type: none"> <li>• Individual therapeutic risk reduction behaviour plan put in place</li> </ul>		
<ul style="list-style-type: none"> <li>• Home/school link book</li> </ul>		