

Kingshurst Primary School

Mental Health and Wellbeing Policy



Approved by:

Date:

Governor
approval:

Date:

Last reviewed
on:

Next review due
by:

Intent

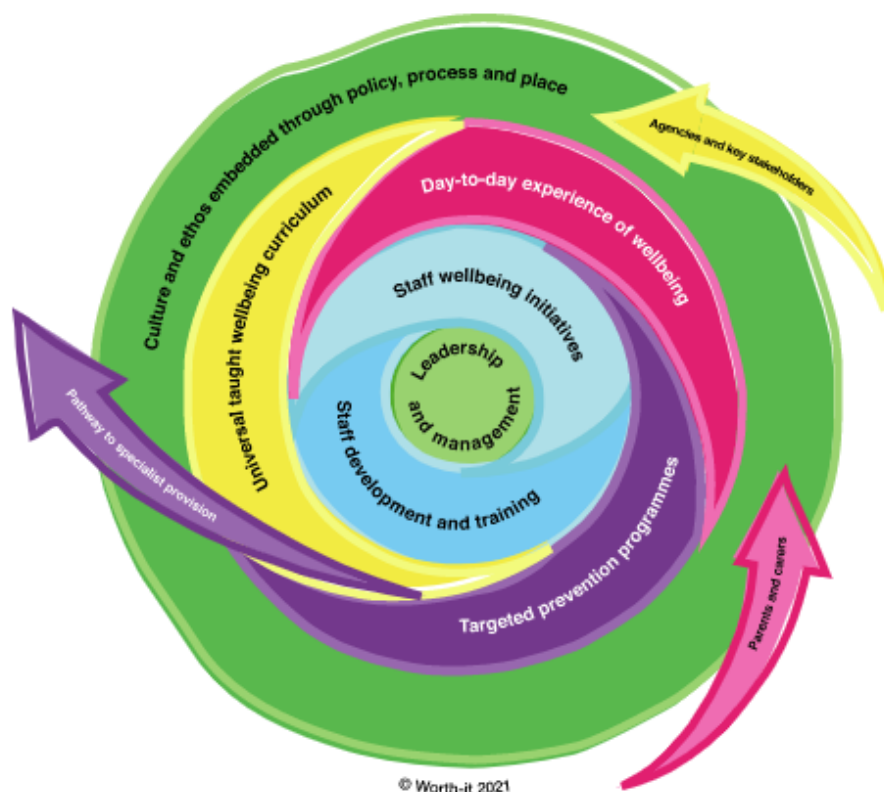
At Kingshurst Primary School, we are committed to supporting the positive mental health and wellbeing of our whole school community. We recognise that mental health and emotional wellbeing is just as important to our lives as physical health. We strive to build the ability to flourish and to manage times of change and stress. 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. We aim to ensure our pupils are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

This policy supports our school aim of 'Being the best you can be' and is based on our commitment to our school's core values:

- Aspiration
- Resilience
- Respect.

We recognise that wellbeing in schools starts with the staff: they are in the front line of the work undertaken in school, and it is hard for them to be genuinely motivated to promote emotional and social wellbeing in others if they feel uncared for or burnt out themselves. As such, there is a Staff Mental Health and Wellbeing Lead at Kingshurst Primary School and a separate Staff Mental Health and Wellbeing Policy, which should be read in conjunction with this policy.

The following diagram illustrates the principles of our whole school approach to mental health and wellbeing. This approach has been developed by 'Worth-it' and is underpinned by the DfE and PHE's eight principles of a whole school approach to mental health and wellbeing.



We intend for these principles, applied consistently and comprehensively, to help contribute towards protecting and promoting our pupils' mental health and wellbeing.

Implementation

Procedures and Practice

At Kingshurst Primary School, we offer graduated levels of MHWB support:

Universal support for meeting the needs of all our pupils through our overall ethos and our wider curriculum.	Targeted support for pupils who need more differentiated support and resources, or specific, targeted interventions.	Specialist support for those in complex contexts or with complex needs who would benefit from a more specialised provision often involving external agencies.
Examples of how these levels of support are demonstrated in school		
PSHE curriculum – Jigsaw - embedding mental health and wellbeing within the curriculum. 5 Ways to Wellbeing  Connect Be Active Take Notice Keep Learning Give Pupil voice – School Council Peer Mediators Workshops (eg. Kooth Y6, Google, Loudmouth) E-safety sessions/workshops Healthy Schools Anti-Bullying initiatives Zones of Regulation Fundraising opportunities Themed days Healthy Schools questionnaire School Nurture approaches Forest school approaches Community links Assemblies	1:1 nurture/support Paired and/or small group work with pastoral support School nurse Individual Behaviour Plan to support ways to deal with identified mental health needs. Behaviour and Pastoral Manager Nurture Support staff CFSWs Stepping Stones Emotion Coaching Zones of Regulation Boxhall Profile SMHP support though MHST (Mental Health Support Team)	CAMHS SOLAR SISS Ed Psych School nurse Identified pupils will receive bespoke intervention packages delivered by trained staff who have undertaken relevant training in relation to the development of resilience through providing a secure basis, enhancing self-esteem and self-efficiency (this will underpin all interventions). Higher Needs Referrals (Refresh, Cedars)

Teaching about wellbeing and mental health

We take a whole school approach to promoting positive mental health, aiming to help children become resilient, respectful and aspirational and to work in a pro-active way to avoid problems arising.

We do this by:

- Developing and applying consistent ethos, policies and behaviours that support mental health, and which everyone understands.
- Delivering Wellbeing sessions linked to the 5 Ways to Wellbeing: Connect; Keep Learning; Be Active; Take Notice; Give.
- Delivering PSHE sessions to all year groups.
- Helping children to develop social relationships, support each other and seek help when they need it.
- Promoting self-esteem and ensuring children understand their importance in the world.
- Helping children to be resilient learners and to manage setbacks.
- Teaching children social and emotional skills and an awareness of mental health.
- Developing an open culture where it is normal to talk about mental health.
- Supporting and training staff to develop their skills in this area of the curriculum.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.

We promote a mentally healthy environment through:

- Promoting our school values, British Values and Protected Characteristics.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Encouraging a sense of belonging.
- Providing opportunities to reflect.
- Enabling access to appropriate support.
- Enabling access to appropriate training.
- Timely and purposeful communications with all members of the school community.
- Providing 1:1, paired or small group work focusing on mental health and wellbeing.
- Close contact with relevant specialised, external services.

Staff roles and responsibilities

We believe that all staff have a responsibility to promote positive mental health and to understand the protective and risk factors for mental health. Some children will require additional help; all staff should have the skills to identify warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

Senior Mental Health Lead: Nicola Baker

- SMHL certification

Staff Mental Health and Wellbeing Lead: Victoria Baker

- *Mental Health First Aider certification*

SENDCo: Karen Tyler

SENDCo Assistant: Zoe Hall

Personal Development Lead: James Tolley

PSHE Lead: Rosie Osborne

Inclusion Lead (BPM) and Deputy DSL: Shelley Mitchell

Inclusion Manager and DSL: Dee Hepburn

Inclusion Team: Jenny Atkins, Amy Fillick

DSL: Kelly Hunter, Headteacher

Deputy DSL: Jenny Atkins

Behaviour and Pastoral Lead: Matt McCarthy

Pastoral Support workers: Sandra Burke, Doreen Lee, Becky Hall

Named Mental Health Link Governor: Mrs Waheda Zabeen

Staff Training and CPD

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote this in and out of the classroom.

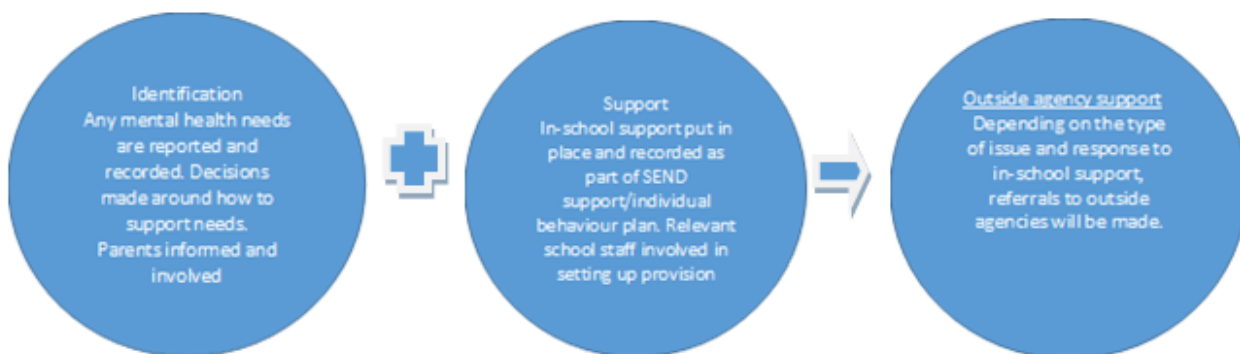
As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

Training opportunities for staff who require more in depth knowledge will be considered as part of the performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Pupil Identification

Wellbeing measures include staff observations focusing on any changes in behaviour, attention and presentation, this will feed into the identification process as well as any communication from the pupils regarding their emotions and feelings. Any member of staff who is concerned about the mental health or wellbeing of a child should speak to a Designated Safeguarding Lead in the first instance. Staff have training in what signs to look out for and what is a concern. If there is a fear that the child is in danger of immediate harm then the normal safeguarding procedures should be followed. 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 an external agency is appropriate, this will be led and managed by Karen Tyler as SENDCo. Individual SEN support plans will identify any individual support for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals and recorded appropriately.

The flow chart below shows how outside agencies are involved alongside identification and support within school. It demonstrates how in school support should be set up as part of the referral to outside agencies.



Impact

Pupil Wellbeing Interventions

The implementation of a solid and well-designed group of approaches, programmes and interventions will show repeated and clear evidence of positive impacts on:

- **academic learning**, motivation, and sense of commitment and connectedness with learning and with school.

- **staff wellbeing**, reduced stress, sickness and absence, improved teaching ability and performance.
- **pupil wellbeing** including happiness, resilience, a sense of purpose, connectedness and meaning.
- **the development of the social skills and attitudes** that promote learning, success, wellbeing and mental health, in school and throughout life.
- the prevention and reduction of **mental health problems** such as depression, anxiety and stress.
- **school behaviour**, including reductions in low-level disruption, incidents, bullying, exclusions and absence.
- **reductions in risky behaviour** – such as impulsiveness, uncontrolled anger, violence, bullying.

As such, by the end of primary school, pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings, in order to develop positive emotions to promote wellbeing and resilience.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support and building on this by encouraging positive relationships, belonging and connection.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Assessment:

Teachers assess the pupils' responses to the tasks set in planned MHWB activities; also their responses in other lessons and across the school day.

Monitoring and evaluation:

MHWB will be monitored by members of SLT as part of the school's monitoring cycle. This includes learning walks, informal drop-ins, lesson observations and pupil discussion.

Procedure for Concern in relation to mental health issues

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. Staff should listen, rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?' All disclosures should be recorded in accordance with the school policy on disclosures. This information should be shared with the Designated Safeguarding Leads who will store the record appropriately and offer support and advice about next steps.

Confidentiality

We should be honest with regards to the issue of confidentiality. If we think it is necessary for us to pass our concerns about a pupil on then we should discuss with the child:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

It is often the case that parents will be informed as soon as possible about any concerns around a child's mental health. This is a decision to be made by the Designated Safeguarding Leads and contact with parents must only be made if it is agreed by the DSLs.

Working with All Parents and Carers

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 they can talk to, and how to get the support they need 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 review meetings.
- Keep parents informed about the mental health topics their children are learning about
- Clear messages around our approach to MHWB and the positive emotions will be shared on social media and through regular newsletters and engagement from families will be encouraged.

Role of the Governing Body

The Governors of Kingshurst Primary School are fully supportive of the drive to support positive mental health and understand the need for targeted support and intervention as needed. As part of ongoing monitoring by the Governing Body, the contents of this policy will be monitored to ensure that all aspects are embedded within the school. This monitoring will take place across a number of different aspects including monitoring by the SEND Governor and the Safeguarding Governor. The monitoring will focus primarily on the impact of whole school approaches in supporting mental health and impact of interventions for specific needs. Link Governors will report back to the full Governing Body at appropriate times.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Monitoring and review

The governor with responsibility for MHWB is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the school's MHWB leaders. The work of the

MHWB leader will also be subject to review by the Headteacher as part of the performance management arrangements.

Links to other policies

The MHWB policy should be read in conjunction with our policies for:

Staff MHWB, Curriculum, PSHE, RSHE, Safeguarding, Disclosure, Teaching and Learning, Confidentiality

Appendices

Appendix 1: Glossary of terms

- **‘social and emotional wellbeing’** refers to a state of positive mental health and wellness. It involves a sense of optimism, confidence, happiness, clarity, vitality, self-worth, achievement, having a meaning and purpose, engagement, having supportive and satisfying relationships with others and understanding oneself, and responding effectively to one’s own emotions. Proactive ways in which our school promotes emotional and social wellbeing of all who learn and work here is our ‘universal’ approach.
- **‘mental health problems’** is used to refer to the wide range of mental health, emotional and social challenges, difficulties, conditions and illnesses that can be displayed in both pupils and staff, including stress and burnout, anxiety, depression, attachment difficulties and behavioural problems. Actions our school takes to prevent, identify and respond effectively to the mental health problems of our staff and pupils is our ‘targeted’ and ‘individual’ approach.
- **‘whole school’** refers to a multi-component approach, which encompasses and mobilises the totality of the school experience to promote wellbeing and address mental health issues. In our whole school approach, wellbeing and mental health are everyone’s business with genuine involvement of all staff, pupils, governors, parents and the community, and outside agencies.
- **‘resilience’** refers to the ability to continue to develop in difficult circumstances: to face, overcome and ultimately be strengthened by life’s adversities and challenges.

Appendix 2: Free CPD for teachers:

<https://www.open.edu/openlearn/education-development/supporting-childrens-mental-health-and-wellbeing/content-section-overview?active-tab=description-tab>

<https://www.minded.org.uk/Dashboard>

Legislation and guidance



Public Health England Every Mind Matters campaign (September 2020)

<https://www.gov.uk/government/news/public-health-england-launches-new-every-mind-matters-campaign>

Promoting children and young people’s emotional health and wellbeing: a whole school and college approach DfE (2017 [updated 2021])

Supporting Mental Health in Schools and Colleges Summary report DfE (August 2017)

State of the nation 2020: children and young people’s wellbeing research report DfE (October 2020)

Keeping children safe in education: statutory guidance for schools and colleges (September 2020)

NCB: What works in promoting social and emotional well-being and responding to mental health problems in schools?

Schools’ Wellbeing Partnership: mental health and wellbeing in primary schools: Preparing for recovery: Self-review and signposting tool (July 2020)

Mental health and wellbeing provision in schools - review of published

