

South Baddesley CE Primary School: 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)

We recognise that mental health and well-being is more than the absence of mental health difficulties. By creating a nurturing environment for mental health and wellbeing all individuals develop resilience, confidence and emotional literacy skills. This leads to individuals being able to build positive relationships, learn successfully and feel happiness.

At South Baddesley CE Primary School we seek for all individuals to flourish so that they may realise 'life in all its fullness' (John 10:10).

Our curriculum and wider provision is rooted in PEOPLE . From this starting point our bespoke provision leads to the growth of: **wisdom, curiosity, innovation and excellence.**

Through these qualities we develop the independence and self-efficacy to **'STRIVE and BELIEVE to SHINE.'**

This vision is achieved through a culture of 'kindness' and grounded in Biblical understanding:

'Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.' Matthew 5

Our Mental Health and Wellbeing Policy aims to:

- Promote positive mental health and wellbeing in all staff and pupils.
- Increase understanding and awareness of mental health and wellbeing issues.
- Alert staff to early warning signs of poor mental health and wellbeing.
- Provide support to staff working with young people with mental health and wellbeing issues.
- Provide support to pupils suffering mental ill health and their peers and parents/carers.

Roles and Responsibilities

South Baddesley CE Primary School has a culture of kindness for all.

Kind to ourselves	Kindness to others	Kindness to the world
Treat ourselves like we treat good friends . Take time to recognise our feelings and remember we are never alone . Taking action to help ourselves feel better.	LISTEN to others' thoughts and ideas. RESPECT that we are all different. WELCOME and include others in our learning and play.	Make good choices to protect and care for our world. Inspire others to make positive contributions to our world.

(South Baddesley CE Primary School: Behaviour Policy)

Through a culture of kindness, all staff have a responsibility to support positive mental health and wellbeing.

All staff are provided with ongoing training and support to understand protective factors for mental health. We recognise that there are a range of factors that protect children from adversity; these include building self-esteem, positive communication, developing problem-solving skills, a sense of worth or belonging and emotional literacy.

All staff understand that some children will require additional help and have the skills to look out for any early warning signs of mental health difficulties. This means that pupils with mental health needs receive early intervention and where necessary the ongoing support they need.

Staff identify possible risk factors that might make some children more likely to experience mental health difficulties. We recognise that these can include: a physical long-term illness, having a parent who has mental health difficulties, death, and loss such as the loss of friendships or a family breakdown and bullying.

Training is provided in a range of formats and using a range of resources. Training is both proactive and reactive. Core training sources include: weekly briefing notes to staff, staff meetings and INSETs, individual CPD and resource sharing. Sometimes training for mental health and wellbeing crosses over with other core training, for example annual child-protection training.

[This link](#) provides useful resources for staff training, including CAMHS podcasts.

Lead roles: Some staff have specific responsibilities for mental health and wellbeing.

Anne Moir (Hedteacher, DSL and Senior Mental Health Lead), Emma McGuckian (DDSL, Thrive and Tala practitioner), Madeline Toomer (ELSA practitioner), Laura Fairlie (Inclusions Leaders) and Caitlin Martin (SENDCo).

These individuals have responsibility for:

- leading and working with other staff members to coordinate whole school activities to promote positive mental health,
- providing advice and support to staff and organises training and updates,
- keeping staff up-to-date with information about what support is available,
- being the first point of contact and communication with mental health services
- leading on and making referrals to services

Any member of staff who is concerned about the mental health or wellbeing of a pupil or adult should speak to one of these individuals.

Curriculum

Universal offer: Our bespoke curriculum has three core drivers: people, literature and the world. These core drivers thread across all phases and all subjects. These drivers ensure that our curriculum is stimulating, creative and probes deeper thinking. This curriculum design enables children to both explore issues related to mental health and wellbeing, and to develop the skills required to grow strategies to maintain positive mental health and wellbeing.

As part of this universal curriculum offer, we have:

- a termly, whole-school character education focus, (appendix one, character progression)
- weekly Relationships and Health lessons, (appendix two, Heartsmart progression)
- weekly mindfulness sessions and special events such as, 'Special Me Day,
- leadership opportunities through our year 2 leaders programme, and Ambassadors for Eco, Worship, Sports and Class in KS2 (appendix three, Special Me Day Programme) and a diverse
- a programme of literature across the curriculum and all classes.

In addition, we have developed a range of strategies to support children at pivotal points in their learning journey through programme of transition activities (appendix four Settling In Week and Laura's Transition Activities.)

All classes include: Charters, character and Heartsmart displays and calm spaces.

There is a 'whole school worry box' located in the Log Cabin.

Individual support: We pursue both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils. Individual and targeted support is based on a graduated process and uses a selection of assessment tools, including the Thrive and Boxall assessments.

We have developed a culture that considers pupils' executive functioning, self-regulation and psychological safety (appendix five). These strategies are included in individual plans.

If there is a concern 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, School Nurse or Wellbeing Service is appropriate, this will be led and managed by the Inclusions Leader of SENDCo.

We regularly signpost pupils and families to wider agencies who can support individuals.

Where support is sustained and implemented as a continuous approach, rather than one-off interventions, we create Wellbeing Plans for pupils. A wellbeing plan may be written alongside or in replacement of an SBS Plan, an individual education plan, an individual health care plan or an individual risk assessment.

A wellbeing plan will include:

- Details of a pupil's difficulties.
- Special requirements and precautions.
- Details of any medication, including any side effects.
- What to do, and who to contact in an emergency.

A wellbeing plan should be written with the pupil, parents, school staff and relevant health professionals.

Warning Signs of Mental Health Difficulties:

School staff may 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 to a member of the senior leadership team.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in eating / sleeping habits.
- Increased isolation from friends or family, becoming socially withdrawn.
- Changes in activity and mood.
- Lowering of academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Changes in clothing – e.g. long sleeves in warm weather.
- Secretive behaviour
- Skipping PE or getting changed secretly.
- Lateness to or absence from school.
- Repeated physical pain or nausea with no evident cause.
- An increase in lateness or absenteeism.

Managing disclosures:

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure. 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 writing and recorded on My COncern.

Confidentiality

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

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

It is always advisable to share disclosures with a colleague, usually a member of the Inclusions Team, this helps to safeguard our own emotional wellbeing as we are no

longer solely responsible for the pupil, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the pupil and discuss with them who it would be most appropriate and helpful to share this information with.

Parents should be informed if there are concerns about their mental health and wellbeing and pupils may choose to tell their parents themselves. We should always give pupils the option of informing parents for them or with them.

If a child gives us reason to believe that there may be underlying child protection issues, safeguarding procedures must be followed.

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the pupil, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect. We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential Arbor account.

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 get 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 information evenings.
- 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.

Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support.

Support will be provided either in one to one or group settings and will be guided by conversations by the pupil who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told.
- How friends can best support.
- Things friends should avoid doing / saying which may inadvertently cause upset.
- Warning signs that their friend help (e.g. signs of relapse).

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves.
- Safe sources of further information about their friend's condition.
- Healthy ways of coping with the difficult emotions they may be feeling.

Policy Review

This policy will be reviewed every 3 years as a minimum.

It is next due for review in November 2027.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis.

This policy links to:

-South Baddesley Child Protection and Safeguarding Policies,

-South Baddesley Behaviour Policy,

-South Baddesley Relationships and Health Policy,

-South Baddesley SEND Policy,

-South Baddesley Arcadian Policy,

-South Baddesley Curriculum Policy and

-Stress Risk Assessment and Staff Wellbeing Charter