



Mental Health & Wellbeing Policy

Faith Courage Love

Faith to move forward in confidence and succeed.
Courage to make a difference in the world every day.
Love one another as God loves us.

Faith - Rocliffe School will prioritise good relationships and will model respect for all in their policy implementation.

Courage - Rocliffe school commits to implementing this policy with integrity and in order to achieve the best possible outcomes for all stakeholders.

Love - All policies will be implemented in such a way as to ensure faith in fair process.

| Policy Date | Review Date | Headteacher | Chair of Governors |
|-------------|-------------|---------------|--------------------|
| June 2023 | June 2024 | Lesley Briggs | Nick Baird |

1. Rationale

At Roecliffe CE Primary School, we recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events.

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also aim 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.

2. Definition of mental health and wellbeing

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".

Mental health and wellbeing is not just the absence of mental health problems. 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.

3. Aims of the policy

At Roecliffe CE Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how

important mental health and emotional wellbeing is to our lives in just the same way as physical health. We aim to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued and know that they count.
- Children have a sense of belonging and feel safe and comfortable when sharing any concerns or worries.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma and children are helped to understand their emotions and feelings better.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.
- Help children socially to form and maintain relationships. (Please also see our Relationships and Positive Behaviour Policy)

4. How the policy was developed and who was consulted

The development of this policy was led by our Lead for Social, Emotional & Mental Health Needs and SENDCO, Mrs Lesley Briggs, in consultation with children (including our Mental Health Champions), staff, governors, parents and carers.

In developing this policy we have taken account of:

- Children and Young People's Mental Health: State of the Nation 2016.
- Education, Education, Education, Mental Health 2016 (secondary).
- Promoting children and young people's emotional health and wellbeing, Public Health England 2015.
- Preparing to teach about mental health, PSHE (Personal, Social, health and economic) Association 2015.
- Mental Health and Behaviour in Schools, DfE 2014.
- Supporting children with medical conditions, DfE 2014.

5. Links to other policies

This policy links to our policies on Safeguarding, Thrive approach, Relationships and Positive Behaviour, and SEND.

6. A whole school approach to promoting positive mental health

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 aspects:

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 through our Roecliffe Positive Learning Behaviours.
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.
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.

Restorative Practice and Relational Approach

The school has adopted a relational approach in its behaviour policy and uses Restorative Practice in supporting pupils to repair relationship issues and/or friendships when incidents occur. Staff encourage the reparation process between pupils by discussing the impact of an individual's actions/words and how this can be mended. The Restorative Approach encourages honesty and trust, and supports wellbeing of staff and pupils.

7. Curriculum organisation

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 and 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.

Our approach includes:

- Class teaching and reinforcement of our school values - Faith, Courage and Love
- Clearly identified rewards and sanctions, understood by all.
- Rewarding positive behaviour and achievement.
- Setting appropriately challenging tasks.
- Providing a forum for listening and talking, e.g. using circle time as a tool for personal, social and health education and citizenship.
- Planning opportunities for children to practise and apply cooperation and collaboration skills and develop social competence.

The delivery of personal, social and health education and citizenship is fundamental to our promotion of emotional health. Through the planned programmes and curriculum, opportunities exist to explore issues appropriate to children's ages and stages of development. Staff deal sensitively with these issues and differentiate according to the varying needs of the children in their care.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to reflect.
- Access to appropriate support that meets children's needs.

8. Disclosures by children and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than provide advice. Staff make it clear to children that the concern will be shared with the Mental Health Lead or the Safeguarding Lead and will be recorded, in order to provide appropriate support to the pupil.

All disclosures are 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.

Staff are vigilant regarding changes in pupils' behaviour and monitor for signs of poor mental health.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Changes in usual behaviour
 - Secretive behaviour.
 - An increase in lateness or absenteeism.
 - Not wanting to do PE or get changed for PE.
 - Wearing long sleeves in hot weather.
 - Physical signs of harm that are repeated or appear non-accidental.
 - Repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

If there is a concern that a pupil is in danger of immediate harm then the School's child protection procedures are followed.

9. Supporting children's positive mental health

We believe the School has a key role in promoting children's positive mental health and helping to prevent mental health problems. Our School has developed a range of strategies and approaches including:

Pupil-led activities

- Mental Health events/days and Collective Worship to raise awareness of mental health.
- Peer mentoring – children working together to solve problems and planned sessions where identified adults mentor a designated child
- Individual transition plans for children identified as feeling anxious regarding change
- Mental Health Champions

Transition programmes

- Transition Programme to secondary schools which includes all Year 6 children having a staff mentor to support a smooth transition to secondary school
- Additional transition for pupils who require this

Class activities

- Worry boxes - where children can anonymously share worries or concerns in class and select the adult they wish to talk to
- Circle times
- PSHE teaching which incorporates aspects of mental health

Whole school

- Active Learning
- Displays and information around the School about positive mental health and where to go for help and support
- Growth Mindset and Roecliffe Positive Learning Behaviours

Small group and 1:1 activities

- Lego Therapy
- Socially Speaking nurture groups
- Thrive social/emotional development sessions

10. Identifying, referring and supporting children with mental health needs

Our approach:

- Provide a safe environment to enable children to express themselves and be listened to.
- 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.

Assessment, Interventions and Support

All concerns are reported to the Mental Health Lead and recorded. We then implement our assessment system, which is based on levels of need to ensure that children get the support they need, either from within the School or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

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:

- Analysing behaviour, exclusions
- 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

- Regular meetings for staff to raise concerns.
- Gathering information from a previous school at transfer.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

| <u>Need</u> | <u>Evidence-based Intervention and Support</u> | <u>Monitoring</u> |
|--------------|---|--|
| Highest need | CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies | All children needing targeted individualised support will have an Individual Care Plan drawn up setting out <ul style="list-style-type: none"> ● The needs of the children ● How the pupil will be supported ● Actions to provide that support ● Any special requirements Children and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed |
| Some need | Access to in school nurture group, 1:1 intervention, small group intervention, Early Help referral. | Monitoring and intervention delivered by SEMH lead and progress fed back to the class teacher. |
| Low need | General support provided by class teacher and support staff | |

11. Involving parents and carers

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children who do have mental health needs.

To support parents and carers:

- We provide information and websites on mental health issues and local wellbeing and parenting programmes and have produced leaflets for parents on mental health and resilience, which can be accessed on the School website. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves.

- We include the mental health topics that are taught in the PSHE curriculum section, on the School website

We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common, that the school has experience of working with similar issues and that help and advice are available.

When a concern has been raised, the School will:

- Contact parents and carers and meet with them (In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.)
- Offer information to take away and places to seek further information
- Be available for follow up calls.
- Make a record of the meeting.
- Agree a mental health Individual Care Plan including clear next steps.
- Discuss how the parents and carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.

Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves. We give older children the option of informing their parents and carers about their mental health needs for themselves or of accompanying and supporting them to do so.

12. Monitoring and Evaluation

The mental health and wellbeing policy is on the school website and hard copies are available to parents and carers from the school office. The school's mental health and wellbeing policy is reviewed by the headteacher (Mental Health Lead) and governing body on an annual basis.

For support on specific mental health needs:

Anxiety UK www.anxietyuk.org.uk OCD UK www.ocduk.org

Depression Alliance www.depressoinalliance.org

Eating Disorders www.b-eat.co.uk and www.inourhands.com

National Self-Harm Network www.nshn.co.uk

www.selfharm.co.uk

Suicidal thoughts Prevention of young suicide UK – POPYRUS: www.papyrus-uk.org

For general information and support

www.youngminds.org.uk champions young people's mental health and wellbeing

www.mind.org.uk advice and support on mental health problems

www.minded.org.uk (e-learning)

www.time-to-change.org.uk tackles the stigma of mental health

www.rethink.org challenges attitudes towards mental health