



# Mental Health and Wellbeing Policy

*Act justly, Love mercy, Walk humbly*

## Queniborough C E Primary School

	Date	Signed
<b>This Policy was adopted on</b>	<b>Feb 2023</b>	
<b>To be reviewed</b>	<b>Feb 2025</b>	

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### 1. Vision Statement

With Jesus at our side, we act with a sense of right and wrong. We show love by being kind to everyone. We walk through each day with modesty in all we do.

### 2. Our Christian Values and School Expectations

**Belonging:** We take good care of our school and each other.

**Love:** We love each other and celebrate our differences.

**Compassion:** We show compassion to others by supporting them in times of need.

**Friendship:** We show friendship by helping other children to succeed and be happy.

**Honesty:** We are honest and we tell the truth.

**Peace:** We work and move around school quietly and calmly.

**Respect:** We show respect by listening carefully to others and following instructions.

### 3. Scope

This policy should be read in conjunction with our Medical policy and our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be

read in conjunction with policies for Behaviour and Anti-bullying, and PSHE and SMSC policies. It should also sit alongside child protection procedures.

#### **4. Policy Intent Statement**

At Queniborough CE Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. Our Christian values are embedded in all we do and we have a supportive and caring ethos. Our approach is respectful and kind and each individual and contribution is valued.

At our school 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. Our open culture allows pupil and staff voices to be heard and, through using effective policies and procedures, we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

At our school we:

- Promote positive mental health and emotional wellbeing in all staff and children
- Enable staff to identify and respond to early warning signs of mental ill health in children
- Enable staff to understand how and when to access support when working with young people with mental health issues
- Provide support to children with mental health issues and know where to signpost them and their parents/carers for support
- help children to understand their emotions and feelings
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships.
- promote self esteem and ensure children know that they count.
- encourage children to be confident to be themselves
- help children to develop emotional resilience and to manage setbacks.

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 develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect.
- Promoting a growth mind-set to develop resilience
- Access to appropriate support that meets their needs

## **5. Lead Members of Staff**

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

- Mrs. Elizabeth Hallam- Designated Safeguarding Lead
- Mrs. Lindsay Charlton - Deputy Designated Safeguarding Lead and Mental Health and Wellbeing Lead
- Mrs Katie Spencer - SENDCO and Deputy Designated Safeguarding Lead
- Miss Jenna Kisby - Deputy Designated Safeguarding Lead
- Miss Helen Wright- Curriculum leader for PSHCE

## **6. Teaching about Mental Health**

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHCE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHCE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

## **7. Identifying Needs and Warning Signs**

School staff may become aware of warning signs, which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs will always be taken seriously and staff observing any of these warning signs will communicate their concerns with the Designated Safeguarding Lead or Mental Health and Wellbeing Lead as appropriate. Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope

- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Secretive behaviour

Concerns about staff who show early warning signs should be reported to the Mental Health and Wellbeing Lead or Head Teacher.

## 8. Targeted Support

We recognise that some children are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We ensure effective identification of children who would benefit from targeted support and ensure appropriate referral to support services by:

- Identifying children who are showing early signs of anxiety, emotional distress or behaviour problems
- Providing specific help for children most at risk
- Working with Children's Services, CAMHS and other agencies services to follow protocol including assessments and referrals
- Discussing options for tackling mental health issues with the child and their parents/carers
- Implementing an Individual Care Plan when necessary
- Providing children with clear and consistent information about the opportunities available for them to discuss personal and emotional issues
- Providing children with opportunities to build relationships

The school will offer support through targeted approaches for individual pupils or groups of pupils, which may include:

- Circle time approaches or 'circle of friends' activities.
- Targeted use of Emotional Literacy resources
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Managing emotions resources such as 'the incredible 5 point scale'
- Mental health and wellbeing groups such as ELSA support groups.
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.

## **9. Monitoring Mental Health and Wellbeing**

The school will make use of resources to assess and track wellbeing as appropriate including:

- Questionnaires for children using the Stirling Wellbeing Scale
- Anonymised questionnaires for staff
- Regular discussions with children and staff regarding mental health and wellbeing
- The Boxall Profile
- Emotional literacy scales Signposting

Issues identified through these questionnaires and discussions will form part of the ongoing Mental Health and Wellbeing Action Plan. The Mental Health and Wellbeing Lead will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support if required.

## **10. Working with Parents**

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PSHCE and share ideas for extending and exploring this learning at home.

## **11. Working with Other Agencies and Partners**

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational Psychology Services
- Behaviour support through Oakfield pupil referral unit
- Paediatricians
- CAMHS (Child and Adolescent Mental Health Service)
- Counselling services
- Family support workers
- Therapists

## **12. Training**

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.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in depth knowledge will be considered as part of our 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.