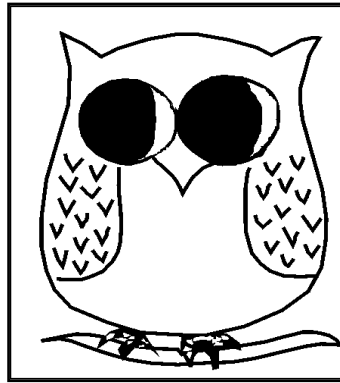


Upton Snodsbury CofE First School



Mental Health and Well-Being Policy

This policy was last reviewed: December 2022

Next Review Date: December 2025

We, at Upton Snodsbury C.E. First School aim to develop our school community to their fullest potential in a Christian, caring and secure environment. Every child will experience a broad, relevant, creative and exciting curriculum that responds to their needs as individuals. Everyone is nurtured and encouraged to develop as a life-long learner.

“Where a love of Learning Grows”

“And above all these put on love, which binds everything together in perfect harmony.” Colossians 3:14

Policy intent

“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)

At Upton Snodsbury C.E First School we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We have a supportive and caring ethos where each individual and contribution is valued. We endeavour to ensure that children are able to manage times of change and stress and aim to ensure that they are supported to reach their potential or to 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.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support.

In our school our Christian Values shapes all we do. We pride ourselves on applying our Christian Values to ensure Upton Snodsbury CofE First School is a place ‘Where a love for learning grows’.

Teaching about mental health

At Upton Snodsbury C.E First School we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising.

We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being.
- Adhering to a positive, restorative approach to behaviour management.
- Helping children socially to form and maintain relationships.
- Helping children to feel comfortable about sharing any concerns or worries.
- Teaching children emotional skills and an awareness of mental health so that they understand their emotions and feelings better.
- Promoting self-esteem and ensuring children understand their importance in the world.
- Helping children to be resilient learners and to manage setbacks.

- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills.
- Developing an open culture where it's normal to talk about mental health.

We promote a mentally healthy environment through:

- Promoting our school Christian values and encouraging a sense of belonging where a love for learning grows.
- Promoting pupil voice and opportunities to participate in decision-making with the MHWB Council
- Providing opportunities to reflect.
- Enabling access to appropriate support.
 - Mental Health and PSHE for all year groups
- Wellbeing week and access to information around the school

We pursue our aims through:

- whole school approaches
 - Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder using Trauma Informed Schools interventions.

Staff roles and responsibilities, including those with specific responsibility

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

Key staff supporting Mental Health at Upton Snodsbury C.E First School

Designated Safeguarding Lead – Mrs Mayo

Mental Health, PSHE Lead and Deputy Designated Safeguarding Lead – Miss Earp

Mental Health Governor – Matt Croft

SENDCO – Mrs Dunne

Promoting staff Mental Health and Well-being:

We do this by:

- Leading and working with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Providing advice and support to staff and organises training and updates.
- Liaising with mental health services and makes individual referrals to them.

Teaching about Mental Health

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

Targeted support

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

- Circle time activities.
- Trauma informed Schools interventions.
 - Managing feelings resources e.g. 'worry boxes' 'Zone of Regulation', 'I wish my teacher knew'.
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.

The school will make use of resources to assess and track wellbeing as appropriate through children, staff and parent/carer surveys.

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

Early Identification and Warning Signs

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:

- Attendance
- Punctuality
- Relationships

- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Health indicators

School staff may also 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 with the designated child protection and mental health lead.

Possible warning signs include:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking 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

Assessment, interventions and support

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures should be recorded confidentially, in the same manner as a Safeguarding concern on a blue well-being form found in the staffroom and each class.

Working with parents and carers

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the Mental Health Lead for assessment.

To support parents and carers we will:

- Provide information online on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.
- Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing.

When a concern has been raised, teachers or the Mental Health Lead and/or the SENDCo will:

- Contact parents/carers to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events.
- Agree mental health care plan where appropriate including clear next steps.
- Discuss how parents/ carers can support their child through strategies or signposts to parenting support groups.

Working with specialist services

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

Children may be referred to one of the following services for additional support.

- Behaviour support
- Educational Psychology Services
- CAMHS (child and adolescent mental health service)

- School Nursing Service
- Worcestershire Children's First
- Family support workers
- Counselling Services such as Head's Up

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 pupils safe. 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.

Monitoring and evaluation

The Mental Health and Wellbeing Policy will be published on the school website - hard copies are available on request. The policy will be reviewed every three years