Warstones Primary School Wellbeing Policy

1. Policy Statement

At Warstones Primary School we are committed to supporting the emotional health and wellbeing for our whole school community. We have a supportive and caring ethos, where each individual and contribution is valued.

We recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

Our role in school is to ensure that children are able to manage times of changes and stress, that they 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 get if they need help and support.

2. Aims

Our aim is to 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.

At our school we:
- Help children to understand their emotions and feelings better.
- Help children feel comfortable sharing any concerns or worries.
- Help children socially to form and maintain relationships.
- Promote self-esteem and ensure children know they are valued.
- Encourage children to be confident individuals.
- 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 reflect.
- Access to appropriate support that meets their needs.

We pursue our aims through:
- Universal, whole school approaches.

- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex in long term difficulties eg attachment disorder.

We recognise the importance of promoting staff mental health and wellbeing, further information can be found in our Staff Well Being Policy. To protect staff wellbeing, we have designed a **Wellbeing Charter** which is aligned with the Department of Education's 'The Education Staff Wellbeing Charter'.

3. Scope

This policy should be read in conjunction with our policies for Staff Wellbeing, SEND policy, Safeguarding, Behaviour and Anti-Bullying and PSHE and RSE policies and Attendance procedures. It should also sit alongside child protection procedures.

4. Staff roles and responsibilities

We believe that all staff have a responsibility to promote positive mental health and to understand about protective and risk factors for mental health.

The senior leadership team (SLT), governing body and school staff will work towards an ethos where everyone is valued, where respect, empathy and honesty are the cornerstones of all school relationships and where health and wellbeing are held central to school practice. We expect all staff to show respect and empathy for children and each other, and to treat confidential information sensitively and according to school policy.

Staff understand possible risk factors that might make some children more likely to experience problems, for example, physical long term illness, having a parent with a mental health problem, death and loss. Staff also understand factors that protect children from adversity (see Appendix 1).

Staff with specific, relevant remit include:

- Helen Brown –Assistant Head Teacher/Wellbeing lead/Deputy Designated Safeguarding Lead/PSHE Lead
- Rachel Evans-Family Support Worker/ Deputy Designated Safeguarding Lead
- Emma Bayliss- SENDCO

Our Wellbeing Governor is Simon Penfold.

5. 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 the PSHE curriculum in Key Stage 1 and 2 and the EYFS curriculum in Early Years.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching. We also use a range of resources including those provided by PSHE Association Guidance and Anna Freud.

6.Supporting children's positive mental health

Our school offers a range of support through targeted approaches for pupils, this may include:
- Managing feelings eg Class worry boxes.
- Therapeutic groups eg Lego, art.
- Support with resources and strategies through Local Authority Well Being Network.
- Campaigns and assemblies to raise awareness of mental health.
- Termly well being days.
- Regular Praise assemblies and activities.
- Transition Programme to secondary school.
- Circle times

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

Assessment, Interventions and Support

Any concerns are reported to our school Well being Lead. We then assess a child's level of need to ensure that they get the correct level of support needed, either from school or an external specialist service. Our aim is to put in place the correct level of support at the earliest possible opportunity.

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, visits to the medical room/school nurse, attendance and sanctions.
- 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.
- Pupil Progress Review meetings termly
- Regular meetings for staff to raise concerns.

- A parental information and health questionnaire on entry to the School.
- Gathering information from a previous school at transfer.
- Parental meetings.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

Any member of staff concerned about a pupil will take this seriously and talk to the Well Being Lead or Family Support Worker.

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.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Drugs or alcohol misuse.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

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. If there is a medical emergency, then the School's procedures for medical emergencies are followed.

SEND and mental health

Persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age. In some cases, the child may benefit from being identified as having a special educational need (SEN).

Need The level of need is based on discussions at the regular Inclusion meetings/panel with key members of staff and involves parents and children	Evidence-based Intervention and Support-the kinds of intervention and support provided will be decided in consultation with key members of staff, parents and children *For example*	Monitoring
Highest need	CAMHS-assessment, 1:1 or family support or treatment, educational psychologist, consultation with other agencies Other External agency support or therapy. If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy and SEN School Information Report.	All children needing targeted individualised support will have an Individual Care Plan drawn up setting out • 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 and evaluated to assess the impact. The Care Plan is overseen SENDCO and the Well Being Lead.
Some need	Access to in school nurture group (eg art, lego), family support worker, school nurse, , 1:1 intervention, small group intervention, circle of friends.	
Low need	General support - class teacher/Teaching Assistant,	

7.Working with parents

We recognise the important role parents and carers have in supporting and promoting the mental health and wellbeing of their children.

On first entry to the School, our parent's meeting includes a discussion on the importance of positive mental health for learning. We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing, based on a list of risk factors pertaining to the child or family *(see Appendix 1).* It is very helpful if parents and carers can share information with the School so that we can better support their child from the outset. All information will be treated in confidence.

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

- When children start school, all parents and carers are given our mental health and resilience leaflet that includes information on how parents can support their child's mental health and where to go for help and support.

Parents and carers will be informed if their child is accessing 'Highest need' or 'Some need' of mental health support, detailed in the above chart.

We make every effort to support parents and carers to access services where appropriate. We also provide information for parents and carers to access support for their own mental health needs.

Signed:

Date:

Approved by Governors

Date:

Renewal date

Appendix 1 Protective and Risk factors (adapted from Mental Health and Behaviour DfE March 2016)

	Risk Factors	Protective Factors
In the Child	• Genetic influences • Specific development delay • Communication difficulties • Physical illness • Academic failure • Low self-esteem • SEND	• Being female (in younger children) • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • Problem solving skills and a positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the Family	• Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship	• At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord
In the School	• Bullying • Discrimination • Breakdown in or lack of positive friendships • Negative peer influences • Peer pressure	• Clear policies on behaviour and bullying • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Positive classroom management • Positive peer influences • Sense of belonging
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In the Community	• Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming event Discrimination Other significant life events	• Wider supportive network Good housing High standard of living High morale school with positive policies for behaviour, attitudes and anti-bullying Opportunities for valued social roles Range of sport/leisure activities