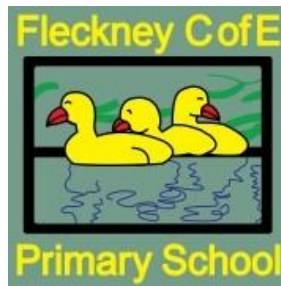


# **Fleckney C of E Primary School**

## **Mental Health and emotional Wellbeing Policy**



**Let your light shine Matthew 5:16  
Be the best that you can be**

### **Our Vision**

**Fleckney Church of England Primary School is a place where kindness, compassion and respect are at the heart of everything we do. We aspire for everyone to thrive and flourish and achieve our full potential in every aspect of school life. Through our Christian values, we nurture self-confidence, resilience and a sense of community so that we have an understanding of ourselves and our place in the wider world.**

**Date of Policy: November 2024**

**Drafted by: S. Allen**

**Approved by: Gareth Robinson**

**Date of Review: Annually**

## **Policy Statement**

At Fleckney C of E Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and our approach is respectful and kind, where 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.

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 that they count.
- encourage children to be confident and 'dare to be different'
- 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.
- 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 or long-term difficulties including attachment disorder.

## **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 Personal, Social, Health and Economic (PSHE) and Spiritual, Moral, Social and Cultural (SMSC) policies. It should also sit alongside child protection procedures.

## **Lead Members of Staff**

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

- Miss Emma Pearson: Deputy Head teacher and deputy designated safeguarding lead
- Mrs Stephanie Allen: Deputy Head teacher and deputy designated safeguarding lead, mental health first aider
- Mrs Jennifer Goode: SENDCO, designated safeguarding lead, mental health and emotional wellbeing lead
- Mrs Penny Tearar: PSHE Lead

## **Governors Wellbeing Committee**

A Wellbeing Sub-Committee has been established with the following purpose and terms of reference:

### Purpose

The Committee serves to consider how the school's policies and procedures promote and support mental health and wellbeing and have a positive impact throughout the school community.

### Terms of reference

- To consider and review arrangements for the mental health and wellbeing of all staff
- To consider and review arrangements for pastoral care of pupils including safeguarding, physical and mental health & emotional well-being
- To consider how being a Church of England school supports mental health and wellbeing throughout the school community
- To engage with staff surveys regarding their mental health and wellbeing at work and reflect on outcomes
- To engage with the School Council and pupil and parent voice surveys and reflect on outcomes
- To provide feedback to the full governing body

## **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 PSHE 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 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 approaches or 'circle of friends' activities
- Managing feelings resources e.g. 'worry boxes for staff and pupils'
- Managing emotions resources such as 'the incredible 5-point scale', 'Zones of Regulation'
- Primary Group Work/Mental health and wellbeing groups
- ELSA support groups and individual support
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques, Talking and Drawing
- Targeted children have 1:1 support for mental health and emotional wellbeing
- Safe areas within the school for children to withdraw to
- Bespoke lunch timetables with activities to support emotional regulation

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

including:

- Strengths and Difficulties questionnaire
- The Boxall Profile
- Assessments for Mental Health and Wellbeing taken from the Anna Freud
- Mental Health and Wellbeing Toolkit
- Emotional literacy scales

## **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.

## **Identifying needs and Warning Signs**

All staff will complete termly wellbeing trackers on their pupils aimed at identifying a range of possible difficulties including:

- Attendance
- Punctuality

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

These are colour coded to aid identification.

School staff may also become aware of warning signs which indicate a student 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 safeguarding officer,

SENDco, or the emotional 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

## **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 support e.g. through parent forums.
- Ensure that all parents are aware of who to talk to, and who to approach about **th** 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 PSHE and share ideas for extending and exploring this learning at home.

### **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
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services

### **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.
- Leicestershire Well Being for Education Return website <https://www.leicestershirehealthyschools.org.uk/wfer> has a raft of well-being resources for Practitioners, Parent/Carers and Young People.
- Leicestershire Leaders website has a wellbeing section with resources.
- The MindEd and Anna Freud 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.