



Fleckney C of E Primary School

Together we make learning an adventure

Mental Health and Emotional Wellbeing Policy

Date Prepared: June 2022

Date Approved by Governing Body: 23 June 2022

Date to be reviewed: June 2023

This policy was written in consultation with staff, pupils, parents and professionals involved in mental health and wellbeing.

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 and staff 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 and safeguarding procedures.

Lead Members of Staff

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

- Miss Emma Pearson: Pastoral Lead/Deputy Head teacher
- Mrs Jennifer Goode: Designated child protection / safeguarding officer and Mental Health and Emotional Wellbeing lead and SENDCo
- Mrs Penny Teear: PSHE Lead
- Mrs Lisa Harrison: Emotional Literacy Support Assistant (ELSA)

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.

Membership of the Wellbeing Committee includes:

Representatives of the governing body including the Wellbeing Link Governor

Members of staff including a Deputy Headteacher, SENDCo, PSHE lead and ELSA

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, horse therapy, 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

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. See Appendix A.

Identifying needs and Warning Signs

All staff will monitor their pupils and each other's Mental Health and Wellbeing by identifying a range of possible difficulties including:

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

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 – Appendix A
- Share and allow parents to access sources of support – Tuesday Morning Coffee Group for parents of children with SEND and/or SEMH difficulties
- 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 PSHE and share ideas for extending and exploring this learning at home

Supporting Staff

The Governing Body:

- Will take overall responsibility for implementing this policy and ensuring that staff enjoy a reasonable life-work balance.
- Will adopt the appropriate policies in respect of ‘family friendly’ employment, including consideration of part-time working, flexible working patterns etc. where this can be implemented without detriment to the operational requirements of the school.
- Will ensure that clear procedures are in place that will minimise the levels of stress caused to staff when following formal procedures such as the Capability and Disciplinary Policy.
- Will provide a range of strategies for involving staff in the school decision making processes.
- Will review the demands on staff and seek practical solutions wherever possible.
- Will provide personal and professional development such as stress management, team building etc. (When requested or required by the school)

The Head Teacher:

- Will ensure that all staff enjoy a reasonable life-work balance and lead by example in this regard.
- Will support the Governing Body in ensuring that strategies are implemented to

effectively manage and, where necessary, reduce employee stress.

- Will adopt school policies and provide clear guidance regarding time off for public and trade union duties, or for personal reasons.
- Will ensure that there is clear communication between staff and management with regards to all areas of school life.
- Will create reasonable opportunities for employees to discuss concerns and will enable staff to do so in an environment where stress is not considered a weakness.
- Will, in conjunction with the Senior Leadership Team, monitor and review any measures that are planned, and assess their effectiveness.
- Will make individual interventions such as short-term rehabilitation and return to work plans, and longer reasonable adjustments to work as required.

Staff members:

- Will make themselves aware of the school's policies on Appraisal and Capability, Staff Discipline, Staff Grievance and Code of Conduct.
- Will assist in the development of good practice and ensure that they do not, through their actions or omissions, create unnecessary work for themselves or their colleagues.
- Will ask their head teacher or a member of the Senior Leadership Team for help or support if required. This includes understanding that a good relationship requires communication from both parties and so it's important that issues are raised at the earliest possible time so that effective strategies can be put in place to manage workloads.
- Will only share their views, ideas and feelings about all issues concerning the school at formal meetings. Actions to support new staff Practical actions to support new staff:
- All staff will be given a school induction by the Head Teacher or Senior Leadership Team.
- All new staff will be directed as to where they can find relevant policies and procedures.
- All staff will be made to feel welcome and given as much support as required.
- At the end of the first month of employment, new staff will have a review with a senior member of staff.

Procedures for handling issues of wellbeing:

- The Senior Leadership Team must encourage and lead on the creation and

maintenance of an atmosphere where all staff members feel comfortable asking for help or raising concerns.

- The Senior Leadership Team should be sensitive to any problems which may cause the employee stress related issues and should act professionally, fair.
- Procedures to promote staff well-being
- Regular staff briefings
- Continuing professional development consistent and in a timely manner when a concern arises. Where additional professional advice is required, the school will contact Occupational Health Professionals and Human Resource experts whose advice will be acted upon appropriately.
- The school will provide support to any employees facing high levels of stress in the workplace, as well as other work-related issues which are having/ have the potential to have a negative impact on the staff member's health and well-being. The various options for dealing with such issues should be discussed with staff members where appropriate. During this time, the school will always ensure that the staff member's privacy and dignity is respected. This means maintaining confidentiality, upholding the employees' rights and dealing with the employee with tact and sensitivity. Staff members will be consulted about the explanation given to parents should they enquire a period of absence.
- Social events
- Performance Management/ Appraisal for all staff
- All staff encouraged to contribute the School Development Plan
- All staff invited to INSET Days
- Recognition of staff birthdays / special occasions
- Staff rooms provided for staff to relax and take breaks in – a separate PPA room to be provided so that staff do not need to work in the staff room.
- Head teacher to meet with Mental Health, Wellbeing and PSHE leads once per term to provide opportunity to voice concerns and to have their views sought.
- Staff can raise concerns in confidence with members of the Senior Leadership team.
- An annual staff well-being survey to be completed by all team members.

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
- Family support workers
- Therapists
- Behaviour support through Oakfield Short Stay

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
- All teaching staff have had access to online CPD through Creative Education to upskill themselves in Mental Health and Wellbeing
- 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