



ROSSETT ACRE PRIMARY SCHOOL



Mental Health and Wellbeing Policy

Name of School:	Rossett Acre Primary School
Member of staff responsible:	Eilidh MacGillivray
Date of Policy:	June 2023
Review Date:	June 2025

Statement of intent:

Our aim is for all our pupils, staff and community to have the support they need in order to flourish within our caring community. This includes provision for mental health and emotional well-being. Good levels of wellbeing enable us to feel motivated and engaged; it offers us resilience to life's challenges and provides us with the tools to lead a healthy and happy life.

'Mental health is as important to a child's safety and wellbeing as their physical health. It can impact on all aspects of their life, including their educational attainment, relationships and physical wellbeing.' NSPCC

We want our school to provide a nurturing and supportive environment for all. A place where all pupils have the opportunity to build their self-esteem and develop the resilience needed during times of change or stress.

We have a duty to ensure that pupils 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.

Our aims:

- All pupils are valued
- Pupils have a sense of belonging and feel safe
- Pupils feel able to talk openly with trusted adults about their problems without feeling any stigma
- Positive mental health is promoted and valued
- Bullying is not tolerated
- Parents are our partner.

In addition to children's well-being, we recognise the importance of promoting staff mental health and well-being. Staff are supported to look after their own wellbeing through staff training, access to services and through the availability of trained Mental Health First Aiders.

Diversity and Equality

At Rossett Acre Primary School we aim to create an environment where everyone feels valued, included and listened to. We encourage open discussions around our wellbeing and techniques to support our mental health. We actively challenge prejudice, and we celebrate diversity, using a No Outsiders approach. Throughout the school day, there are numerous opportunities for children to discuss ways to support their mental health in a positive way such as assemblies, PSHCE lessons, themed weeks and daily books. We strive for all to be included regardless of race, ethnicity, gender, age and sexual orientation and any intolerance is not acceptable. At Rossett Acre we are committed to working with families and outside agencies where appropriate to support our pupil's mental health.

What do we mean by mental health and wellbeing?

“... 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 Organisation)

Mental health and well-being is not just the absence of mental health problems. We want all our children to:

- Feel confident in themselves
- Be able to express a range of emotions appropriately
- Be able to make and maintain positive relationships with others
- Cope with the stresses of everyday life
- Manage times of stress and be able to deal with change
- Learn and achieve
- Develop resilience in the face of challenges.

Roles and Responsibilities

We believe that all staff have a responsibility to understand mental health indicators and risk factors, and to promote positive mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs receive early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience poor mental health; such a physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They also understand the factors that protect children from adversity, such as self-esteem, communication, problem-solving skills, a sense of worth and belonging.

The school's Headteacher, Deputy Headteacher and PSHCEe lead will:

- Lead and work with other staff to coordinate whole school activities to promote positive mental health.
- Provide advice and support to staff and organise training and updates.
- Keep staff up-to-date with information about what support is available.
- Coordinate the teaching of mental health through the PSHE and RSE curriculum.
- Make referrals and liaise with appropriate services to support mental health.

Supporting Staffs Positive Mental Health

We recognise that our staff are our most important resource and who need to be valued, supported and encouraged to develop personally and professionally within a caring, purposeful learning community. Our school has developed a range of strategies and helpful approaches such as:

- Curricular planning time within the school week
- Whole school training events, including Safeguarding
- Access to appropriate external training, as required
- Involving all staff in decision making and proposed change e.g. timing of the school day
- HR support
- Referral to occupational health if required
- Consultation on training and support needs through regular review
- Work life balance regularly reviewed and acted upon i.e. reduction of unnecessary paperwork, admin tasks
- Encouragement of social events
- Workplace risk assessment carried out to assess areas of school life for stressors and how to improve these for staff wellbeing.
- Employee Assistance Helpline provided for all
- Subject leadership time provided
- Carnegie Mental Health award booklet ensures we have a criteria and frame to work from to support everyone's mental health
- Trust and school welfare surveys to identify areas to be addressed; wellbeing action plans put in place and worked on.

Supporting Pupils' Positive Mental Health

We believe we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including:

- Whole school adoption of Zones of Regulation as a means to develop self-regulation.
- Campaigns and assemblies to raise awareness of mental health.

- Transition meetings with parent/carers, pupils and relevant staff
- Support for vulnerable children e.g. lunchtime clubs or timetables, Lego Therapy.
- Provision of individual pupil overviews to ensure staff are aware of the needs of vulnerable children.
- Promoting staff awareness of need during weekly staff meetings/SLT meetings.
- Class Activities e.g. worry boxes, mindfulness and breathing/meditation.
- Use of Diversity book assemblies to explore and learn about emotions, difference, loss, bullying, change, resilience, etc.
- Displays and information around the school about positive mental health and where to go for help and support both within the school and outside of school.
- Delivery of a PSHE and RSE curriculum that teaches the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems.
- Nurture referrals to our in-house nurture team for those children who may need additional support.
- Referral to external services/signpost as required

Our approach is to:

- Ensure the welfare and safety of pupils as paramount.
- Provide a safe environment to enable pupils to express themselves and be listened to.
- Identify appropriate support for pupils based on their needs.
- Involve parents and carers when their child needs support.
- Involve pupils in the care and support they have.
- Monitor, review and evaluate the support with pupils and keep parents and carers updated.

Early Identification

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:

- Identify individuals that might need support; staff log onto CPOMS and report concerns to the DSL.
- Transition meetings for pupils / families joining after the Reception year.
- Participation in the biennial growing up in North Yorkshire survey to identify whole school trends.
- Pupil surveys.
- Developing open and positive relationships with parents through regular communication; we have an 'Open Door Policy' which enables parents to easily raise concerns with staff.
- Nurture first concern forms for staff to raise concerns regarding a pupil at the earliest of stages.

Whilst it can sometimes be difficult to identify some of the early indicators, some of these signs might include:

- Non-verbal behaviour
- Becoming socially withdrawn
- Changes in activity or mood or eating/sleeping habits
- Lowering of academic achievement
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

Disclosures and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgmental to pupils who verbally disclose a concern about themselves or a friend. Staff are clear to pupils that if they share something that concerns them, the information they have shared will need to be passed onto one of the DSLs at school and cannot promise to keep it a secret. All disclosures are recorded and held confidentially under the child's name with the date, time, what was said and who it was said to. It will also include further actions if necessary and it will be accessible to the DSLs.

When a concern has been raised the school will:

- Contact parents and carers and meet with them.
- Offer information to take away and signpost to places to seek further information.
- Be available for follow up calls or meetings.
- Make a record of the meeting.
- Discuss how the parents and carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions.
- Contact external agencies if required

Parents and carers will always be informed if their child is at risk of danger. 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.

Staff training

All staff have received training on the indicators and signs to look out for in regard to a child's mental health. This is through twilight training from external agencies,

National College training and in house training from members of staff. Staff know that if they have any questions regarding how to best support a child with their mental health, that they can speak to the DSL or the PSHCEe lead for advice and activities.