

Purpose of Policy

This policy sets out:

- How we promote positive mental health.
- How we prevent mental health problems.
- How we identify and support children with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems
- Where parents, staff and children can get further advice and support.

Definition of Mental Health and Well Being

We use the World Health Organisation's definition of 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".

Aims of the Policy:

Mental health and wellbeing is not just the absence of mental health problems. We want all children/members of the school community 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.

Implementation

The aims of the policy will be fulfilled by all members of the school community working together within an agreed framework of roles, structures and procedures.

Roles

The aims of the policy are supported by:

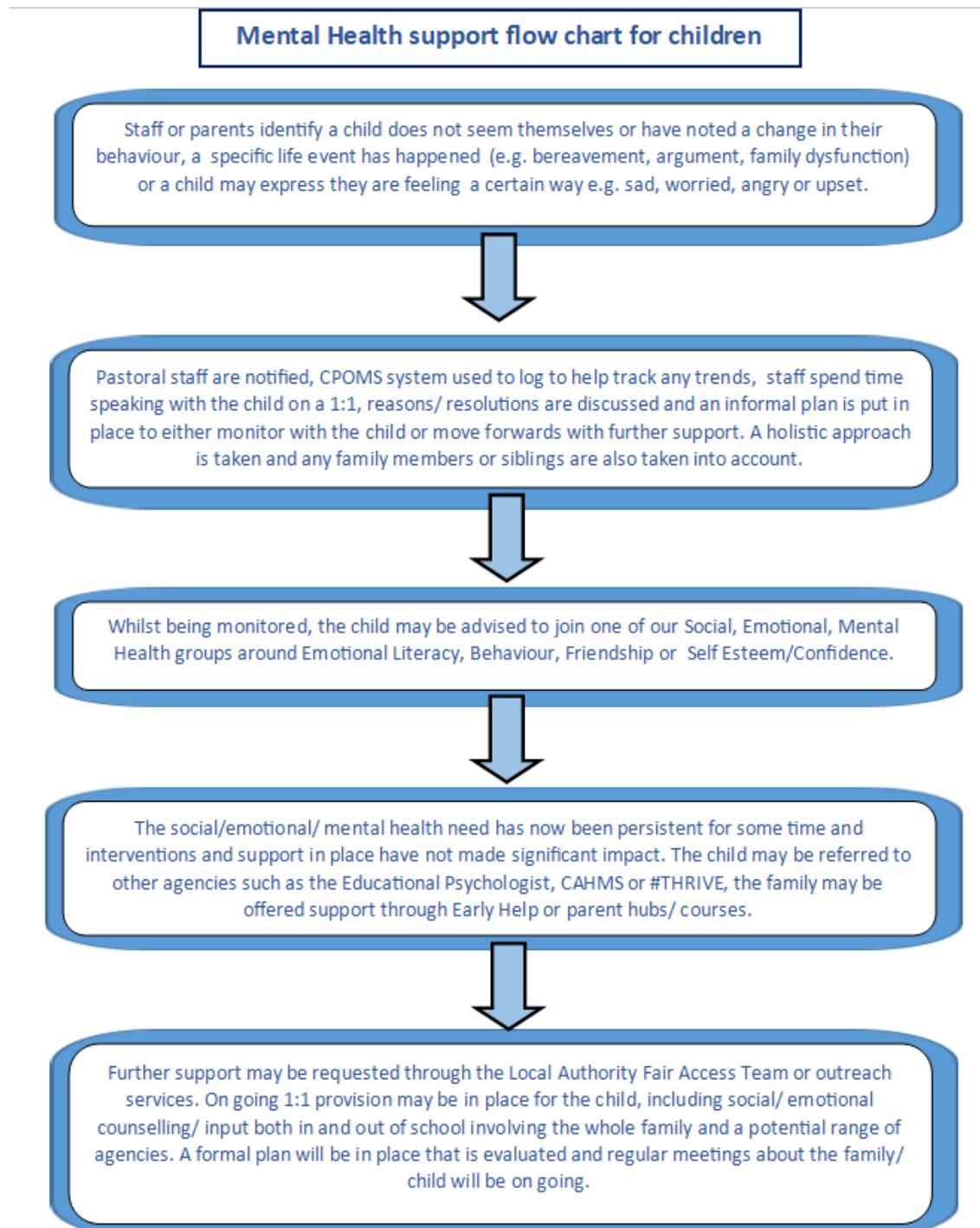
- Head Teacher – Mr Whelan
- Deputy Head Teacher, Designated Safeguarding Lead - Mr Wood
- Pastoral Manager, Deputy Designated Safeguarding Lead and Early Help Lead – Mrs Dawson
- Senior Mental Health Lead and Special Educational Needs Coordinator – Mrs Stubbs

The Senior Leadership Team and Mental Health Lead will:

- Promote a positive school ethos around Mental Health and Well Being of all members of the school community, including staff, pupils and parents or carers.
- Be the first point of contact with mental health services, and liaise with the Pastoral Manager and Mental Health Lead to make individual referrals to them.
- Lead and work with other staff to coordinate whole school activities to promote positive mental health and wellbeing.
- Provide advice and support to staff and organise training and updates whenever relevant.
- Manage how staff are supported with their own mental wellbeing
- Oversee the outcomes of interventions, on children and young people's education and wellbeing.

Supporting children with Mental Health needs

We believe that all staff have a responsibility to promote positive mental health and resilience, and to use their knowledge about protective and risk factors for children's mental health to support this. Some children will require additional intervention, and all staff should have the skills to look out for any early warning signs of a child who is struggling with their mental health. Staff should ensure that children get the early intervention and the support they need.



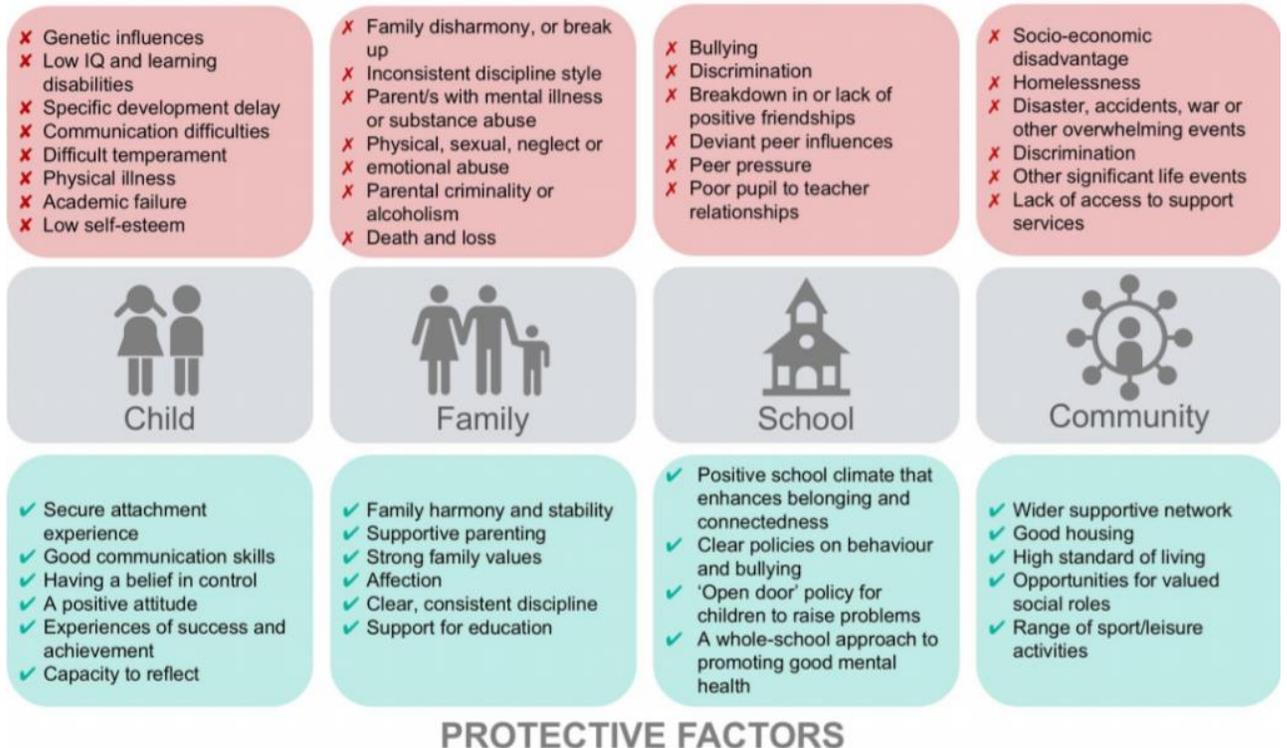
All staff understand about possible risk factors that might make some children more likely to experience problems, such as:

- trauma,
- neglect,
- poor social skills
- low self-worth
- attachment issues
- poor role models
- rejection from family or peers
- neighbourhood violence or crime
- discrimination
- stress and pressure from exams
- stress and pressure to achieve from peers or family
- social media pressures
- religious pressures
- physical and emotional abuse,
- physical long-term illness,
- having a parent who has a mental health problem,
- death and loss
- loss of friendships,
- sudden change of circumstances,
- family breakdown or difficulties,
- going through a stage of puberty or awareness of their sexuality,
- bullying, including online bullying.

They should also understand the factors that protect children from adversity, such as:

- self-esteem,
- resilience
- self awareness
- assertiveness
- positive parental and peer relationships
- physically healthy
- positive sense of identity and cultural heritage
- positive attitude towards help seeking
- safe and inclusive community
- opportunities to participate in a range of activities
- supportive relationships that are available at critical times
- connections to competent and caring adults
- an inclusive school that is respectful of diversity
- communication
- problem-solving skills,
- a sense of worth and belonging
- emotional literacy.

RISK FACTORS



(Source: Emotionally Healthy Schools)

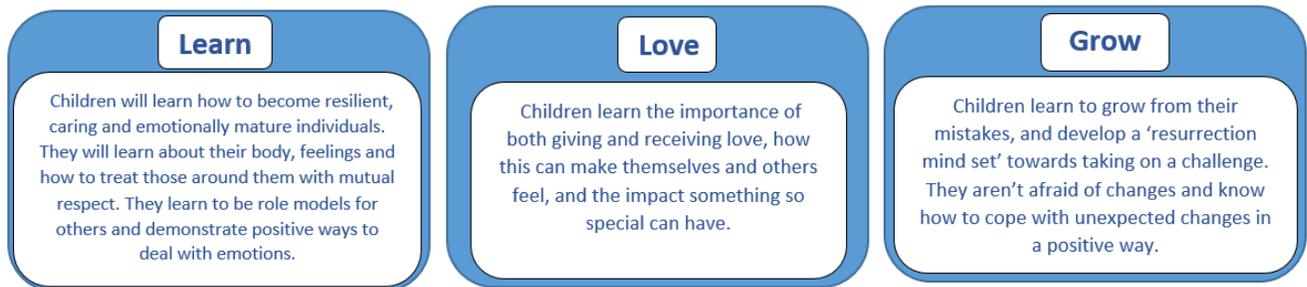
If a child is struggling with their mental health it may present itself as the following:

- An on going or sudden dip with their behaviour
- More extreme behaviours e.g. the 'fight or flight' response
- Disengagement with their peers and staff.
- Struggling to say positive things about themselves and accept compliments.
- Struggling to perceive specific social scenarios in a logical way
- Struggling to calm down when they feel frustrated.
- Showing that they are more tired than usual.
- Seeming to be more ill and 'run down' than usual.
- 'Comfort' eating or loss of appetite.
- Crying often and crying easily over things that seem insignificant.
- Difficulty in making decisions.
- Showing some signs of anxiety and low mood.
- Poor posture and physically show body language signs of withdrawing themselves away.

A whole school approach to promoting positive mental health

At St Peter's we already pride ourselves on consistently modelling positive Mental Health and Well Being throughout the whole school. We have our own Mental Health values and model which are at the heart of what we do, as well as universal models which runs throughout our whole school approach.

St Peter's Model:



Our Mental Health and Well Being Vision at St Peter's Church of England Primary School



Universal models:



(Source: National Children's Bureau)



(Source: DfE/ PHE)

Throughout school we have specific whole school approaches which we use to support and promote positive Mental Health and Well Being:

- Having our school mission statement as 'In Jesus we Learn, Love and Grow Together'
- Whole school training on Well Being and Mental Health – all staff have been trained specifically in: Resilience, Protective and Risk Factors for Mental Health, Adverse Childhood Experiences, Behaviour as Communication, Anxiety, Toxic Stress, Attachment and Anger.
- Our 'Resurrection Mindset' whole school initiative – linking growth mindset and resilience across school.
- Rewards and specific praise for children showing a resurrection mindset
- Promotion of positive Mental Health and Self Care from all staff and pupils.
- School SENDCo who is also a Senior Mental Health Lead and trainee counsellor
- Understanding and flexibility in approaches used for children who have mental health needs
- Having an allocated Pastoral Manager and Early Help Lead to work closely with families and children and offer support
- Having a specific school SENDCo and Mental Health Lead to offer support specifically to pupils with Social, Emotional and Mental Health needs and enable early intervention for pupils who need it.
- Collaboration of SLT, SEND and Pastoral Team.
- Maintaining a non-judgemental approach to both parents and children.
- Acknowledge children's concerns and validate their feelings, no matter how big or small they may be.
- Challenge children and plan for them to build their self-esteem and confidence.
- Give all children a consistent approach, using boundaries and high expectations for behaviour for all.

- Always ensuring children are given the time to listen and be heard with a key member of staff, no matter how busy the school schedule may be.
- Allowing children to celebrate their own unique attributes and giving them chance to shine throughout all curriculum areas.
- Use of the school 'CPOMS' system to alert specific members of staff to any concerns.
- A strong, consistent network of staff who work extremely well together and model positive relationships, positive well-being and prioritise mental health as well as modelling the daily normality of expressing emotions and feelings.
- PSHE programmes which emphasise the development of high self-esteem and positive relationships.
- Delivery of specific interventions focusing on Social Skills, Emotional Well Being, Self Confidence and Self Awareness.
- Specific strategies and approaches used for children who have Social, Emotional and Mental Health needs.
- Referral to outside agencies to access further support e.g. CAMHS/ #THRIVE/ Fair Access Team
- Using in school services such as our TAs who deliver IEPs, or our Speech and Language TA to tailor their work towards Social, Emotional and Mental Health for specific children.
- Encouraging children to be resilient learners through our school environment, grounds and ethos.
- Helping children to develop social relationships, support each other and seek help when they need it.
- Effectively working with parents and carers through regular meetings and whole school events where parents are welcome to join e.g. Assemblies and Awards to celebrate children's achievements.
- Whole school 'off the timetable' days to promote mental health e.g. St Peter's Day
- Taking into account pupil voice and opinions across school as well as through the School Council and other roles
- Having a Mental Health and Well Being Policy in place

Parents:

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get information about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- Introduce a Parent Hub to share information about Mental Health and promoting it at school and home.

Staff Well Being and workload:

As a school, we aim to support staff with their own mental health and well-being, taking into account workload and minimising any unnecessary pressures placed on staff at different points across the year. To do this we:

- Have a clear marking and feedback policy, with a focus on verbal feedback, minimising unnecessary marking and written comments.
- Shared planning and PPA time where staff share planning responsibilities and work together
- Additional time for subject leaders or members of the leadership team who also have teaching responsibilities
- Minimised expectations on inputting and analysing internal data – now just once per term
- Use of technology and whole school schemes to minimise time needed to plan and resource lessons
- Use of staff meeting time or Key Stage Meeting time effectively – only staff directly impacted by sessions are invited
- Use of support staff shared effectively and across school
- Behaviour is managed effectively and consistently across school with a clear behaviour policy – any isolated incidents are dealt with quickly and SLT are involved to offer further support if needed (see Behaviour and Discipline policy). Some children need a differentiated approach; this can be supported by the school SENDCo and external agencies if needed.
- The staff work together as an extremely effective team – if someone is concerned about a colleague they know who to go to and who to speak to about it. SLT are flexible and understanding in their approach when supporting staff with individual circumstances.
- Staff can be privately referred to counselling services if needed and bespoke plans can be put in place for staff who find themselves going through a particularly difficult time.
- The school has bought into ‘PAM assist’, a 24/7 Employee assistance confidential support service for staff – offering bespoke advice on lifestyle choices, every day decisions and someone to speak to:

You don't know when you might need us, that's why we're available 24 hours a day – 0800 882 4102

Your call will always be answered by an advisor who will offer help and support in a professional, friendly and non-judgmental manner.



Alternatively, visit the EAP website for further information on any of the above issues:

www.pamassist.co.uk

The website is available 24 hours a day and has a host of emotional, financial, stress and health related help topics. All e information is downloadable and can be printed.

Mental Health Services that are available in school for children:

- Pastoral Manager
- SENDCo /Senior Mental Health Lead/Trainee counsellor
- The School Nurse
- Speech and Language Therapist
- The school Educational Psychologist
- Rochdale Additional Needs Service (RANS)
- Children and Adult Mental Health Services (CAMHS) <https://www.penninecare.nhs.uk/hmrcamhs>
- Fair Access Team
- Early Help Team
- Education Welfare Officer (EWO)

Children's Books that can promote and support Mental Health related topics:

<https://www.booktrust.org.uk/booklists/m/mental-health-awareness/>

Mental Health Services that are available for children and adults out of school:

- General Practitioners (GP)
- #THRIVE: <http://healthyyoungmindspennine.nhs.uk/thrive/>
- Children and Adult Mental Health Services (CAMHS) <https://www.penninecare.nhs.uk/hmrcamhs>
- Rochdale Mind: <https://www.rochdalemind.org.uk/>
- Thinking Ahead - <https://www.thebiglifegroup.com/welcome-to-thinking-ahead/>
- Mood Swings: <http://www.moodswings.org.uk/>
- Place2Be: <https://www.place2be.org.uk/>
- Kooth Online counselling: <https://www.kooth.com/>
- Link 4 Life: <https://www.yourtrustrochdale.co.uk/>
- Samaritans: <https://www.samaritans.org/>
- Time to Change: <https://www.time-to-change.org.uk/mental-health-and-stigma/help-and-support>
- Mental Health Foundation: <https://www.mentalhealth.org.uk/getting-help>

Specialised services to support children and adults through a bereavement:

- <https://www.cruse.org.uk/>

A website from the leading national charity for bereavement care

- <http://hopeagain.org.uk/>

Advice from the Rochdale Local Authority on the support services in the local area

- www.winstonswish.org.uk

A useful website offering practical ideas for helping those bereaved in the family and school community.

- <https://childbereavementuk.org/>

A bereavement support service for children who have suffered a loss

- <https://www.onceuponasmile.org.uk/>

A bereavement support charity for families

- <https://www.gingerbread.org.uk/information/bereavement/>

Support and information for Single Parent Families around bereavement

- <https://bereavementadvice.org/>

Bereavement advice website

- <http://childhoodbereavementnetwork.org.uk/>

Hub for those supporting bereaved children

This Policy was written in line with the following Government documents:

Government Pen Portraits of Provision on supporting Mental Health in schools (DfE May 2018)

[Access:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/705083/Supporting_Mental-Health_pen_portraits.pdf]

Government summary report on Supporting Mental Health in Schools and Colleges:

[Access:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/634725/Supporting_Mental-Health_synthesis_report.pdf]

Government Departmental Advice for School and Staff on Mental Health and Behaviour in Schools:

[Access:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf]

Government paper on Reducing Workload in schools:

[Access:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/838687/Tips_for_school_leaders_.pdf]

Updated Government publication on Mental health and Well Being in schools:

[Access:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf]

Monitoring and Evaluation

It is the school's responsibility to ensure that the plans and procedures laid out are understood and implemented by the whole school community.

This will take place by: Governors, the Senior Leadership Team and Mental Health Lead.

- Designated staff meeting time to review procedures and practice on an ongoing basis.
- Frequent and regular reviews of provision for individual children which are appropriately communicated to other staff.
- Regular review of policy.

Monitoring and Review of this Policy

Policy introduced: May 2022

Policy reviewed: September 2022

Review date: September 2023

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