

Mental Health and Well-being Policy



Policy developed by Miss Taylor (Mental Health and Well-being leader) in consultation with Miss Cowley, Mrs Kearns and Mrs S Toone: March 2021

Policy approved by Governors: April 2021



Chair of Governors



Headteacher

Policy shared with staff and shared on the school website: April 2021

'Never settle for less than your best'

MENTAL HEALTH AND WELL-BEING POLICY

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission

St George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral and educational needs of the community of which it is part.

Introduction

This document is a statement of aims, principles and strategies for the implementation of mental health and well-being at St. George's Central CE Primary School and Nursery. This policy includes 'Useful contact numbers' as an appendix.

Why is Mental Health and Well-being important?

Mental health is 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)

At St George's Central, we are committed to supporting positive mental health and well-being of our whole school community, including pupils, staff, governors, parents and carers. We recognise that mental health and well-being is just as important to our lives as physical health. It empowers individuals to thrive in our community as when they have a high sense of well-being they feel confident, happy, valued and self-assured. Mental health and well-being is concerned with the development of life skills and life-long learning. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

Aims

At St George's Central, we know that everyone experiences life challenges that can make us seem vulnerable and, at times, anyone may need additional emotional support. We value the importance of positive mental health and well-being and believe everyone has an active role to play. We endeavour to ensure that children are able to manage times of change and stress and that they are supported to reach their potential or access help when they need it. We also ensure that children are equipped with the tools to understand and 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.

We believe 'good' mental health and well-being in our school is:

- The ability to recognise, acknowledge and manage feelings;
- The ability to develop care and concern for others;
- The ability to develop meaningful, positive and long lasting relationships and
- The ability to take responsibility for themselves and make practical decisions.

We aim for our pupils to:

- Be effective and successful learners;
- Make and sustain friendships;
- Deal with, and resolve, conflict effectively and fairly;
- Solve problems with others for themselves;
- Manage strong feelings such as frustration, anger and anxiety;

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- Be able to promote calm, optimistic states that support the achievement of goals;
- Recover from setbacks and persist in the face of the difficulties;
- Work and play cooperatively;
- Compete fairly and win and lose with dignity and respect for other competitors;
- Recognise and stand up for their rights and the rights of others and
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

Teaching about Mental Health and Well-being

In EYFS teaching activities are developed from Wigan's Children's Well-being Project to provide strategies for pupils to self-regulate. Therefore supporting pupils to create their own calm, happy, peaceful moments.

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our PSHE curriculum. We follow the PSHE Programme of Study to ensure mental health and well-being issues are being taught in a safe and appropriate manner. The specific content of lessons will be determined by the age and needs of the cohort being taught, however, there will always be an emphasis on enabling pupils to develop their skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves and others. Children are also taught tools to support themselves and others, such as mindfulness activities, including emotional coaching and breathing techniques.

Teaching and support staff have taken part in Everyday Magic Training to develop positive education for all children and adults. We also take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising. We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and resilience, and which everyone understands;
- Focusing on The Leuven Scales of involvement and Emotional Well-being throughout school looking at the holistic development of the individual;
- Helping children to develop social relationships, support each other and seek help when they need it;
- Promoting self-esteem and ensuring children understand their importance within our school and wider community;
- Helping children to be resilient learners and to manage setbacks;
- Teaching children social and emotional skills and an awareness of mental health;
- Using the Stirling Children's Well-being Scale questionnaire to help Identify children who have mental health challenges and then putting in place support to meet their needs;
- Undertaking 'I wish my teacher knew' questionnaire with children in KS1 and KS2 and adjusting lessons and support to their responses;
- Supporting and training staff to develop their skills and their own resilience;
- Developing an open culture where it's normal to talk about mental health and
- Teaching using Wigan's Children's Well-being Approach 0-5 in EYFS and onwards through school.

We promote a mentally healthy environment through promoting our school Christian Values and encouraging a sense of belonging. We also promote pupil voice and opportunities to participate in decision-making. We regularly celebrate academic and non-academic achievements. Opportunities are provided to help develop a sense of worth through encouraging children to take responsibility for themselves and others. We aim to provide opportunities to reflect and enable access to appropriate support. Mindfulness is practised and PSHE is delivered in all year groups. Well-being rooms are used daily for specific sessions, interventions and to provide calming areas to support mental health and well-being.

Assessment and Early Identification

We aim to identify children with mental health needs as early as possible. We recognise the effectiveness of early intervention and commitment to pastoral care for all. This begins within our Early Years Provision as Wigan's Well-being approach is used, including the Leuven Scale assessments.

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Children who indicate low levels of 'well-being' and 'involvement' are identified and supported with well-being interventions. Children are assessed throughout school in PSHE. In KS1 and KS2 we also use the 'I wish my teacher knew' questionnaire. In addition to this, KS2 use the Stirling Children's Wellbeing Scale questionnaire to identify individuals that require further support.

Changes in patterns of behaviour may indicate warning signs that a child is experiencing mental health or emotional well-being issues. These tend to link with attendance, punctuality, relationships, approach to learning, physical indicators, negative behaviour, family circumstances and health indicators. Possible warning signs include:

- Changes in eating/sleeping habits;
- Becoming socially withdrawn;
- Changes in activity and mood;
- Talking 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 and
- A recent bereavement.

Teaching and support staff are responsible for reporting concerns about individual pupils to designated adults within school.

Interventions and Support

At St George's Central, a variety of methods are used to provide appropriate care to our pupils. We recognise and respond positively to a child's emotional and/or behavioural needs. Parental partnerships are developed through positive communication to support children's emotional health and well-being. Advice and support is valued through liaison with appropriate agencies.

Alongside the high quality class pastoral support, highly effective teaching assistant support has also been established. We have skilled and committed teaching assistants who have undertaken Well-being and Positive Education Training to support individuals and groups throughout school. Teaching assistants support individual and group interventions to nurture positive mental health and well-being by developing resilience and mindfulness skills, including breathing techniques and meditation. Our Learning Mentor oversees social and emotional support within school and will work in close consultation with class teachers and the SENDCo to assist appropriate interventions for individuals.

Whole school approaches to pastoral care are contained in our Behaviour and Rewards Policy. Policies for Child Protection, Anti-Bullying and Attendance are promoted in school. Together they build the foundations for mental health and well-being. Alongside our policies, there are a variety of practices within our school to promote positive mental health. For example, our transition arrangements and our reward systems. We have various whole school organisations including a School Council, an Ethos Council, an Eco Council, Rota Kids and a 'school team' approach to support pupil voice and collaboration. Where children indicate that they may be vulnerable and at risk, staff will follow our Safeguarding and Child Protection Policy and inform the Safeguarding Leads.

The role of parents/carers

At St George's Central we believe parental involvement is a crucial part of mental health and wellbeing. Regular opportunities exist to promote partnership with parents, including:

- Welcome meetings for parents new to our school in both Nursery and Reception;
- Meet the teacher meetings in Autumn Term – an opportunity to meet staff and become familiar with curriculum and routines in classes in KS1 and KS2;
- Staff available on entry to the school site for parental queries;
- Parents' Evenings throughout the year;
- Parent workshops;
- Stay and Play sessions for EYFS and open afternoons for KS1 and KS2;
- Inviting parents to various assemblies and services throughout the year;
- Regular parent questionnaires, to help us build on what we do best and identify areas for improvement and
- Regular updates on class Twitter pages and Seesaw.

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The role of the Mental Health and Well-being Leader

- To write a Mental Health and Well-being Policy in consultation with other members of staff and governors.
- To advise staff on delivering and supporting mental health and well-being across school.
- To ensure the adequate and appropriate provision of resources, that teachers are aware of where to access and how to use resources available.
- To keep up to date with recent educational thinking and new initiatives for mental health and well-being, including local and national, and to attend relevant training.
- To advise the Headteacher of strengths and areas for development in mental health and well-being and resources within the school.
- To monitor mental health and well-being within school and to have a clear understanding of standards.
- To address any issues relating to children's progress in consultation with the Headteacher and members of staff.
- To keep a portfolio of evidence.

The role of staff

- To receive training about recognising and responding to mental health issues as part of regular child protection training
- To report back to Mental Health and Well-being Leader/Headteacher on any areas that they feel are not covered or inadequately provided for in the school's mental health and well-being provision.
- To promote positive mental health and to understand protective and risk factors for mental health.
- To have the skills to identify warning signs of mental health problems and ensure these children receive early intervention and the support required.
- To follow the school's reporting systems if a child comes to a member of staff with an issue that they feel they are not able to deal with alone.
- To ensure that their personal beliefs and attitudes will not prevent them from providing balanced mental health and well-being in school.
- To tailor their lessons to suit all children in their class, across the whole range of abilities, faiths, beliefs and cultures, including those children with special educational needs, asking for support in this from the Inclusion Leader, should they need it.

The role of the Headteacher

- To ensure teaching and promotion of mental health and well-being is provided in accordance with the Governors' Agreed Syllabus for all registered children at the school.
- To ensure sufficient time and resources are devoted to mental health and well-being.

The role of the Governing Body

- To ensure there is a current policy statement and curriculum for the teaching and promotion of mental health and well-being.
- To ensure mental health and well-being is included in the basic curriculum.
- To ensure sufficient time and resources are devoted to mental health and well-being.

Conclusion

At St George's Central CE Primary School and Nursery we believe that it is our professional duty to share this policy with all new members of staff, parents and carers on request. The policy will be reviewed in the light of experiences, new developments or requirements. The leader will discuss any aspect of this policy on request.

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Useful contact numbers

St. George's Central CE Primary School (Darlington St Nursery):	01942 883773
St. George's Central CE Nursery (Lancaster Avenue):	01942 889779
School Nurse (Astley Clinic):	01942 483008
CAMHS School Link (Sue Jackson):	01942 775400
Wigan Family Welfare:	01942 867888
Multi-Agency Safeguarding Team (Mon-Fri, 8.45am – 5pm):	01942 828300
Multi-Agency Safeguarding Team (Mon-Fri, 5pm – 8pm & Sat 8.45am – 1pm):	01942 828777
Multi-Agency Safeguarding Team (Mon-Fri, 8pm – 8:45am & Sat 1pm – Mon 8:45am):	0161 834 2436
Start Well Hub (Astley, Tyldesley, Atherton):	01942 486344
Emergency Services number:	999
NHS Non-Emergency numbers:	111
Police Non-Emergency numbers:	101
	0161 872 5050
Crimestoppers:	0800 555 111
NSPCC Helpline:	0808 800 50000
Childline:	0800 1111

Useful weblinks

Wigan Council Free Support for 0-19's:

<https://www.wigan.gov.uk/Resident/Health-Social-Care/Children-and-young-people/Support-services-for-0-19s.aspx>

Wigan Council Family Directory:

<http://search3.openobjects.com/kb5/wigan/fsd/home.page>

North West Borough Healthcare (Wigan): <https://www.nwbh.nhs.uk/wigan>

NHS Mental Health: <https://www.nhs.uk/mental-health/children-and-young-adults/>

NHS Every Child Matters: <https://www.nhs.uk/every-mind-matters/supporting-others/childrens-mental-health/>

Young Minds: <https://youngminds.org.uk/find-help/for-parents/parents-helpline/>

Childline: www.childline.org.uk

Kooth: <https://www.kooth.com/>

Barnardo's: <https://www.barnardos.org.uk/support-hub/emotional-wellbeing>

Family Lives: <https://www.familylives.org.uk/>

Parent Gym: <https://parentgym.com/>

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