Harewood Primary School

MENTAL HEALTH AND WELLBEING POLICY

Approved by Governors:	October 2021
Review Date:	October 2022
Signed by Headteacher:	
Signed by Chair of Governors:	

Harewood Primary School

Mental Health and Wellbeing Policy

This policy should be read in conjunction with the following documents and guidance:

Statutory guidance
Keeping children safe in education (last updated September 2021)
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Guidance
Promoting and supporting mental health and wellbeing in schools and colleges (June 2021)
https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges

Guidance
Mental health and behaviour in schools (updated November 2018)
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Guidance
Promoting children and young people's emotional health and wellbeing (updated February 2021)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/958151/Promoting_children_and_young_people_s_emotional_health_and_wellbeing_a_whole_school_and_college_approach.pdf

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Policy statement
At Harewood Primary School, we are committed to supporting the mental health and wellbeing of our children and staff.

Our culture is supportive, caring and respectful. We encourage children and staff to be open and we want everyone's voice to be heard.

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 and wellbeing is everybody's business and that we all have a role to play.

Policy aims
The aim of our policy is to demonstrate our commitment to the mental health of our staff and children.

At our school, we will always:
• create calm and nurturing environments in which children feel safe and secure.
• help children to understand their emotions and experiences better.
• ensure our children feel comfortable sharing any concerns and worries.
• help children to form and maintain relationships.
• encourage children to be confident and help to promote their self-esteem.
• help children to develop resilience and ways of coping with setbacks.

To promote a healthy environment, we will always:
• promote positive mental health and emotional wellbeing in all children and staff.
• celebrate both academic and non-academic achievements.
• encourage a sense of belonging and community within our school.
• provide opportunities to develop a sense of worth and to reflect.
• promote our children' voices and giving them the opportunity to share their views.
• celebrate each child for who they are and make every child feel valued and respected.
• adopt a whole school approach to mental health and provide support to any child that needs it.
• raise awareness amongst staff and children about mental health issues and their signs and symptoms.
• enable staff to respond to early warning signs of mental-ill health in children.
• support staff who are struggling with their mental health.

Policy scope
This policy is a guide to all staff, including teachers, governors, and non-teaching staff. It outlines our approach to promoting children's mental health and wellbeing. It should be read and understood alongside our other relevant school policies, most notably our Child Protection and Safeguarding Policy and our SEN Policy.

Key staff members
All staff members have a responsibility to promote the mental health of children and each other. However, certain staff members have a specific role in the process. These are:

- our Mental Health and Wellbeing Lead: Jane Burns
- our Designated Safeguarding Lead: Caroline Heywood
- our Deputy Designated Safeguarding Leads: Kate Dawson, Susie Cooper
- our SENDCO: Kate Dawson
- our Parent Support Advisor: Louise Anderson

Staff Wellbeing
Good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment. At Harewood, we are committed to fostering a culture of co-operation, trust and mutual respect. We promote a culture that is open and supportive of people experiencing stress or other forms of mental ill-health and our SLT operate an 'open-door' policy so that staff feel able to discuss issues and concerns with them. We engage with staff to create constructive and effective working partnerships, both within teams and across the school, and establish working arrangements whereby staff feel they are able to maintain an appropriate work life balance.

Whole School Approach
Keeping Children Safe in Education (DfE, 2021) makes it clear that schools play a vital role in supporting and promoting mental health and wellbeing for children.

> "All schools are under a statutory duty to promote the welfare of their pupils, which includes: preventing impairment of children's health or development, and taking action to enable all children to have the best outcomes."

At Harewood, we take a whole school approach towards the mental health of our children. This means working with parents and carers and with other agencies and partners, where necessary. KCSIE (DfE, 2021) summarises schools' roles in supporting and promoting mental health and wellbeing into four key areas:

- **Prevention**
- **Identification**
- **Early support**
- **Access to specialist support**

Prevention

- **Culture, Ethos and Environment**

At Harewood Primary School, we are aware that the culture, ethos and environment of a school can have a profound influence on both pupil and staff mental wellbeing. We strive to create a calm, nurturing environment where children feel safe, secure and valued. School staff ensure that every child is greeted individually at the start of each day and that safe, predictable routines are instilled within their classrooms. If a child becomes unsettled or upset during the school day, staff adopt a 'regulate - relate - reason approach' (see Appendix 1) to ensure that the child's mental health and wellbeing is supported.

- **Teaching about mental health**

At Harewood, our PSRHE curriculum is developed to give children the skills, knowledge, and understanding they need to keep themselves mentally healthy. We have adopted the Discovery Education's Health and Relationships programme of study to teach PSRHE. The programme consists of six broad topics:

- *Healthy and happy friendships*
- *Similarities and differences*
- *Caring and responsibility*
- *Families and committed relationships*
- *Healthy bodies, healthy minds*
- *Coping with change*

Themes of **mental health and wellbeing** are developed in an age-appropriate way and apply across these topics. These include:

- *Feelings and emotions*
- *Self-awareness*
- *Resilience and self-worth*
- *Positive mental and emotional health and wellbeing*

Our PSRHE scheme of work is delivered via one weekly PSRHE lesson and assemblies each week. In this way we can be confident that we are meeting the needs of our children.

- **Emotional Literacy**

At Harewood, we want to encourage open and honest discussions about emotions and feelings so that children become comfortable talking about their mental health and wellbeing. In order to have these discussions, children must first be equipped with the vocabulary needed to describe, explain and discuss feelings and emotions. In order to promote and improve children's emotional literacy, each year group have an allocated vocabulary list of 'emotion words' which are shared and discussed in assemblies each week.

- **Wellbeing Breaks**

In addition to our PSRHE curriculum, teachers incorporate informal 'wellbeing breaks' during the school day. These breaks help to maintain calm and relaxed classroom environments which support the mental health and wellbeing of children and staff. Through these 'breaks', children are taught a range of strategies which can be used to help keep children mentally well (relaxation and mindfulness, breathing techniques, visualization, yoga techniques etc)

Identification

- **Identifying needs and warning signs**

At Harewood, our staff know how to recognise warning signs of common mental health problems and are able to offer help and support to children who need it, when they need it.

Staff are able to identify a range of behaviour and physical changes in children, including:
- physical signs of harm.
- changes in eating and sleeping habits.
- increased isolation from friends and family and becoming socially withdrawn.
- changes in mood.
- talking and/or joking about self-harm and/or suicide.
- drug and alcohol abuse.
- feelings of failure, uselessness, and loss of hope.
- secretive behaviour.
- clothing unsuitable for the time of year, e.g. A large winter coat in summer.
- negative behaviour patterns, e.g. Disruption.

Staff are able to identify a range of issues, including:
- attendance and absenteeism.
- punctuality and lateness.
- changes in educational attainment and attitude towards education.
- family and relationship problems.

These warning signs are taken seriously and staff who notice any of these signs communicate their concerns with the Designated Safeguarding Lead or SENDCO as appropriate. If staff have a mental health concern that is also a

safeguarding concern, immediate action is taken, following the school's child protection policy and speaking to the designated safeguarding lead or a deputy.

At Harewood, our staff know that where a pupil has certain types of Special Educational Need (SEN) there is an increased likelihood of mental health problems. Children with autism or learning difficulties, for example, are significantly more likely to have conditions such as anxiety. Children in Need, looked-after children and previously looked-after children are more likely to have SEN and to experience the challenge of social, emotional and mental health issues than their peers.

- **Protective and Risk Factors**

At Harewood, our staff have a good understanding of the protective factors that can enable pupils to be resilient when they encounter problems and challenges as well as the risk factors which make children more vulnerable to mental health difficulties. We work hard to ensure that our school is a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. We help children develop and strengthen protective factors, which promote their resilience when exposed to adverse events, and even may prevent problems from occurring in the future. (See Appendix 2)

- **Identification and measurement tools**

At Harewood, we use our best endeavours to identify and support children who may be experiencing mental health difficulties. We make effective use of data so that changes in children's patterns of attainment, attendance or behaviour are noticed and are acted upon readily. Where we have concerns about a child's mental health or wellbeing, tools such as the Strengths and Difficulties Questionnaire (SDQ) and the Boxall Profile are used to make an assessment and establish the child's needs.

To help identify children who may be vulnerable to mental health problems, we have introduced the **RISE (Resilience in Schools and Education)** assessment. This tool was designed by Educational Psychologists to show a child's 'resilience capacity'; the extent that they have the emotional strength to overcome challenges. The RISE Assessment is carried out across KS1 and KS2 each term and provides the class teacher with an overview of the resilience profile of their whole class as well as a detailed look at individual children's resilience profiles. This data can then be used to plan follow-up activities as well as identify a child's specific areas of strength and need, meaning we can provide effective targeting of individual support for vulnerable children.

Early Support

At Harewood Primary, we understand the importance of early intervention and, when we suspect that a child is experiencing mental health difficulties, we do not delay putting support in place. We offer support through targeted approaches for individual children where it is deemed appropriate.

- **Support at school and in the local community**

We have a range of support available in school for any children struggling, as listed below:
- Parent Support Advisor
- Equine therapist
- Play therapist
- Managing feelings resources e.g. Friday Books, 'worry boxes' and 'worry eaters'
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.

- **Mental Health and SEND**

Where staff have concerns about a child's mental health or wellbeing, staff consult with the SENDCO and decide what support will be put in place. Not all children with mental health difficulties will have SEND but persistent or serious mental health difficulties will often meet the definition of SEND, in that they lead to pupils having significantly greater difficulty in learning than the majority of those of the same age. In these instances, the child will be placed on the school's SEND register under the category of SEMD (where that is the primary need). This SEND support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a child's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach. (Appendix 3)

Access to Specialist Support

Some children who experience mental health and wellbeing difficulties will require specialist support. At Harewood, our staff work effectively with external agencies to provide swift access or referrals to specialist support and treatment to support our children's mental health and wellbeing. This might include liaising with:

- the Educational Psychologist
- Stockton SEN department
- the school nurse.
- paediatricians.
- CAMHS.
- counselling services.
- therapists
- family support workers
- behavioural support workers

Working with parents and carers
We aim to support parents as much as possible. This means keeping them informed about their child
and offering our support at all times. To support parents we will:

- highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- share and allow parents to access further support.
- ensure that parents are aware of who to talk to if they have any concerns about their child.
- give parents guidance about how they can support their child's/children's positive mental health.
- ensure this policy is easily accessible to parents.
- keep parents informed about how mental health is covered in our school curriculum.

Safeguarding
Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following our child protection and safeguarding policy, and speaking to the designated safeguarding lead or a deputy.

Managing disclosures
If a child discloses concerns about themselves or a friend, to any member of staff, then staff will
respond in a calm, supportive and non-judgmental manner. All disclosures will be recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our safeguarding policy.

If a member of staff thinks it is necessary, concerns about a child will be passed on, either to somebody inside the school or somebody outside it.

Training
At a minimum, staff will receive training in children's mental health so that they can recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a requirement to keep children safe.

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.
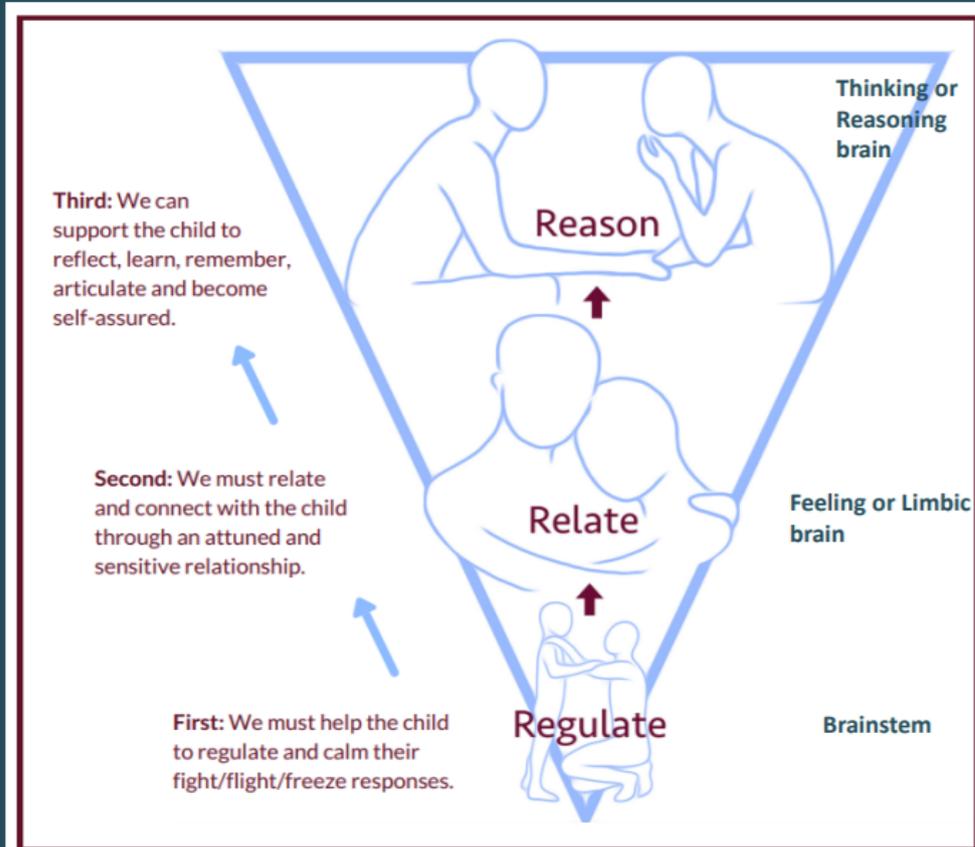
Policy review
This policy will be reviewed every year so that it remains up to date, useful and relevant. We will also regularly review it in accordance with local and national policy

Appendix 2: Protective and Risk factors (adapted from Mental Health and Behaviour DfE March 2016)

Table 1: Risk and protective factors that are believed to be associated with mental health outcomes

	Risk factors	Protective factors
In the child	• Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem	• Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the family	• Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse, or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship	• At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord

	Risk factors	Protective factors
In the school	• Bullying including online (cyber) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Peer on peer abuse • Poor pupil to teacher/school staff relationships	• Clear policies on behaviour and bullying • Staff behaviour policy (also known as code of conduct) • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Good pupil to teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective safeguarding and Child Protection policies. • An effective early help process • Understand their role in and be part of effective multi-agency working • Appropriate procedures to ensure staff are confident to can raise concerns about policies and processes, and know they will be dealt with fairly and effectively
In the community	• Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events	• Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

Appendix 3: The Graduated Approach

The Graduated Approach

High-quality inclusive teaching and whole-school systems for assessing, planning, implementing and reviewing progress

Start point

Progress means SEN Support no longer required

Not making expected progress

4. Impact assessment, along with views of parent/child used to review overall impact of support. Revise plan in light of outcomes

1. Draw on info from above, views of child/parent, external services. Assess against SEN criteria

4. Review

1. Assess

SEN Support: The child and their family at the heart of the process

3. Do

2. Plan

3. Implement plan. Class/ subject teacher remains responsible for working with child on a daily basis and assessing impact of plan

2. Teacher, SENCO, parent, child agree interventions, support and expected outcomes. Record on school system. Inform staff