

# **Hindley J and I School**



## **Mental Health & Wellbeing Policy**

**February 2023**

**Review date: February 2025**

**Mr S Wallace (Headteacher)**

**Mr G Doubleday (Chair of Governors)**

## **1. Rationale**

Mental health and emotional wellbeing are as important as physical health to lead a happy and fulfilling life.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Within their school career, all children will experience ups and downs and some may face significant life events. The Department for Education recognises that: ***'in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy.'***

***'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 (WHO)*

## **2. Aims**

At Hindley Junior and Infant School we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers). We pursue this aim by using both universal, whole school approaches and specialised, targeted approaches aimed at more vulnerable children.

Pupils and staff will be taught skills to increase their awareness of mental health and emotional wellbeing. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, five children will have a probable mental health disorder. By developing and implementing practical, relevant and effective mental health policies and procedures, we can promote a safe and stable environment for children affected by mental ill health.

This policy describes the school's approach to positive mental health and emotional wellbeing and it is intended as guidance for all staff including non-teaching staff and governors. It should be read in conjunction with our medical policy, should a student's mental health overlap or be linked to a medical issue; the SEND policy, where a student may have an identified special educational need; the behaviour policy, because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to unmet mental health needs and the Safeguarding policy, in relation to prompt action and wider concerns of vulnerability.

The Policy aims to:

- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues

- Provide support to children suffering mental ill health and their peers and parents/carers

### 3. **Objectives**

Eight principles to promote a whole school and college approach to emotional health and well-being taken from 'Promoting children and young people's emotional health and wellbeing: A whole school and college approach.'



The eight identified principles will underpin the approaches used to support the development and integration of wellbeing strategies within Hindley Junior and Infant School. The policy and curriculum delivery will be tailored to promote the key aspects of improving mental health and emotional wellbeing. It will focus on creating a social, emotional and physically rich environment, where key relationships can thrive and children can feel secure in their learning. The curriculum will promote 'the pupil voice' by fostering their independence, promoting 'good choice making' and actively

encouraging our pupils to recognise feelings, whilst learning to express them appropriately.

Staff will have access to training and signposting to approaches and resources that will support their own emotional health and wellbeing with an aim to foster teamwork and create solidarity. Clear identification, impact and outcome measures will feed into school based programmes and the target interventions that will be offered to pupils.

Our role in school is to ensure that our 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 have a role to ensure that our children 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.

We actively promote the 'Five Ways to Wellbeing' as evidence suggests there are 5 steps you can take to help improve your mental health and wellbeing, these are connect, be active, take notice, keep learning and give.

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 actively encourage individuality.
- 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 going through recent difficulties, including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties.

All staff have a responsibility to promote the mental health and emotional wellbeing of pupils. Staff with a specific, relevant responsibility includes:

- Mrs Powers (Department for Education accredited Senior Mental Health Lead & Deputy designated Safeguarding Lead).

- Mrs Powers, Miss McKeever, Mrs Jones, Mrs Grioli and Mr Wallace (Emotional Friendly Setting Leadership Team).
- Miss McKeever (SENDco).
- Mrs Radcliffe (Deputy Designated Safeguarding lead and PSHE lead).
- Mr Wallace (Headteacher & Designated Safeguarding lead).

#### **4. Pupil Identification**

Wellbeing measures include:

- Staff observations.
- Any changes in a child's behaviour, attention or presentation.
- Any communication from the pupils regarding their emotions, feelings or wellbeing.

Any member of staff who is concerned about the mental health or wellbeing of a child, should record this as a cause for concerns using the school reporting a cause for concern procedures in line with safeguarding policies and procedures. Designated Safeguarding leads (and other appropriate professionals and parents/carers) decide on and implement future actions to ensure that children get the support they need, either from within school or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

If there is concern that the child is in danger of immediate harm, then the normal safeguarding procedures should be followed with an immediate referral to the safeguarding lead staff.

If the child presents with a medical emergency then the normal procedures for medical procedures should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by the Designated Safeguarding leads and/or SENDco.

Individual SEND support plans (Pupil Action Plans) will identify any individual support needs for those pupils causing concern, or who receive a diagnosis pertaining to their mental health.

## 5. Pupil Wellbeing Assessment, Interventions and Support

<p><b><u>Level of Need</u></b>  <i>(based on discussion at regular Inclusion meetings with key members of staff)</i></p>	<p><b><u>Evidence-based Intervention and Support</u></b>  <i>The kinds of intervention and support provided will be decided in consultation with key members of staff, parents and children.</i></p>
<p><b>Highest need</b></p>	<ul style="list-style-type: none"> <li>• CAMHS assessment &amp; support</li> <li>• Collaboration &amp; consultation between school staff and other external agencies e.g. School nurse, Wigan Family Welfare, Educational Psychologist, TESS team, Wigan Family Hub, Social Services or Early Helps (Startwell led).</li> <li>• Collaboration &amp; signposting to external support services such as:               <ul style="list-style-type: none"> <li>• <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a></li> <li>• <a href="http://www.selfharm.co.uk">www.selfharm.co.uk</a></li> <li>• <a href="http://www.nshn.co.uk">www.nshn.co.uk</a></li> <li>• <a href="http://www.abnxiety.org.uk">www.abnxiety.org.uk</a></li> <li>• <a href="http://www.ocduk.org/ocd">www.ocduk.org/ocd</a></li> <li>• <a href="http://www.papryus-uk.org">www.papryus-uk.org</a></li> <li>• <a href="http://www.beatingeatingdisorders.org.uk">www.beatingeatingdisorders.org.uk</a></li> <li>• <a href="http://www.depressionalliance.org/information/what-depression">www.depressionalliance.org/information/what-depression</a></li> </ul> </li> <li>• If the school professionals conclude that a statutory education, health and care assessment is required, we refer to the SEND policy and procedures.</li> </ul>
<p><b>Some need</b></p>	<ul style="list-style-type: none"> <li>• Access to in-school pastoral support with Learning Mentor.</li> <li>• School led Early Help Support.</li> <li>• Multi- professional (within school) solution circles.</li> <li>• Therapeutic activities and interventions e.g. Lego therapy, mindfulness techniques.</li> <li>• Signposting parents/carers to support services i.e. Solihul Parenting Courses, NHS webinars, Wigan A Team Hub, Wigan Youth Zone.</li> <li>• Assessment via Boxall Profiling and Strength and difficulties questionnaires (Capturing student voice).</li> </ul>
<p><b>Universal need</b></p>	<ul style="list-style-type: none"> <li>• The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our school curriculum: weekly PSHE lessons, 5 PSHE days per year (delivered by external professionals) and regular assemblies (based on 5 ways to wellbeing).</li> <li>• All staff access training regarding supporting mental health: emotional validation, emotional coaching, attachment, ACEs (Emotional Friendly School Accreditation).</li> </ul>

	<ul style="list-style-type: none"> <li>• Trained Mental Health lead in school and a group of trained Wellbeing Champions (peer support).</li> <li>• Annual PSHE day focusing on supporting and promoting Emotional Wellbeing and positive mental health.</li> <li>• Winston Worry Monster and school suggestion box available for all children.</li> <li>• Range of extracurricular clubs available.</li> <li>• Wellbeing Wednesday lunchtime club &amp; Music Mondays</li> <li>• Promote daily physical activity i.e. Wake up and Shake up and access to equipment at lunchtime and playtime.</li> <li>• Student responsibilities encouraged to promote feeling of community i.e. School council, wellbeing champions, Reading ambassadors.</li> <li>• Information on school website including link to bespoke Mental Health &amp; Wellbeing School podcast.</li> <li>• Regular collective (whole school) singing and active school choir.</li> </ul>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## **6. Staff Identification**

Training and sharing materials in regard to mental health and emotional wellbeing will be made available for all staff. Should staff need to discuss any concerns, we operate an 'open door policy' to senior leadership; have a fully committed, supportive governing body; and a trained mental health lead practitioner in school.

Employee Assistance Programme (EAP) Service information and advice will be made accessible to all staff (posters in key areas). This will contain informative advice about key factors understanding the importance of their own emotional wellbeing and where to go if they need additional support/ advice. Appraisal will allow for mutual communication about personal health and emotional wellbeing if both feel it is deemed necessary.

## **7. Staff Wellbeing Support and Interventions**

<p><b><u>Whole School Approach</u></b></p>	<ul style="list-style-type: none"> <li>• SLT and governing body committed to provide all staff with listening support in relation to emotional wellbeing and recognition of this within performance management/appraisal discussions.</li> <li>• Work life-balance support and flexibility for personal wellbeing appointments within school time.</li> <li>• Library of resources and online training with Emotional Friendly Schools, Anna Freud Centre and Planned CPD opportunities.</li> <li>• Open door policy for SLT</li> <li>• Trained, on site, Mental Health Lead (confidential open door policy)</li> <li>• Contactable governing body.</li> <li>• Information sharing from lead practitioners.</li> <li>• Posters/leaflets displayed in key areas, e.g. rest rooms.</li> <li>• Signposting to additional CPD courses.</li> <li>• Emotional Wellbeing Staff Meetings and training days.</li> <li>• All staff have access Employee Assistance Programme (EAP) Services.</li> <li>• Staff recognition processes in place: You've been mugged, weekly staff nomination box, EFS thank you board, culture of thanking colleagues and checking in with colleagues.</li> <li>• Staff Golden Ticket Day.</li> <li>• Staff voice sought: confidential suggestion box, staff surveys, verbal feedback as part of PM, EFS board (voting station)</li> </ul>
<p><b><u>Targeted Approach</u></b></p>	<ul style="list-style-type: none"> <li>• Mental Health Lead signposting and supporting when required/identified e.g. QWELL, Stronger Together. Citizens Advice, Pensions Advice.</li> <li>• Wigan Human resources department support as/when required. Eg Significant incidents – debriefing/counselling with a trained professional for all staff involved in a significant incident.</li> <li>• Use of Employee Assistance Programme (EAP) Services</li> <li>• Solution circles sessions for all staff working in classes for pupils with complex medical needs or challenging behaviour from the SLT.</li> <li>• Open door policy/access to SLT to discuss confidentially.</li> </ul>



## **8. Procedure for concern in relation to mental health and emotional wellbeing**

If a pupil or staff member chooses to disclose any concerns about their own mental health, safety of wellbeing, or that of a friend, a member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise and the first priority should be of the pupil's or colleagues emotional and physical safety.

Disclosures regarding children should be recorded in writing in line with the school reporting and recording safeguarding procedures. Colleagues should support colleagues to speak seek further advice or talk to the Mental Health Lead or SLT in school.

## **9. Confidentiality**

We should always be honest with children and their families in regard to confidentiality, especially if this compromises a child's safety or wellbeing. If we think it is necessary to pass our concerns about a pupil on, then we should discuss with the child:

- Who we are going to talk to.
- What we are going to tell them.
- Why we need to tell them.

## **10. Working with parents and carers**

In order to support parents with their children's emotional and mental health we will:

- Highlight sources of information and support about common mental health issues and behaviours on our school website.
- Ensure that all parents are aware of who they can talk to, and how to get the support they need if they have concerns about their own child or a friend of their child.
- Ensure staff are highly visible and accessible for parents/carers e.g. members of SLT (including Headteacher) and Learning mentor greeting at the door every morning, and all teachers and LSAs are available at the end of the day (open door policy).
- Make our mental health policy easily accessible to parents.
- Share ideas about how parents can support positive mental health and emotional wellbeing in their children through the website and parent information events.
- Keep parents involved about the mental health topics that their children are learning about and share ideas for extending and exploring at home.

## **11. Training and CPD**

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep students safe. We will host relevant information on our school website for staff and parents who wish to learn more about mental health. The MindEd [www.minded.org.uk](http://www.minded.org.uk) learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff that require more in depth knowledge will be considered as part of our ongoing school improvement cycles and appraisal process, and additional CPD will be supported where it becomes appropriate due to developing situations with one or more pupils. Where the need to do so becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health.