

Mental Health and Wellbeing Policy 2022

Inclusion Statement

At Wolfson Hillel Primary School, we are committed to supporting the emotional health and wellbeing of our school community.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

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

At our school we:

- Help children to understand their emotions and feelings.
- Help children feel comfortable sharing any concerns or worries.
- Help children to form and maintain peer and adult relationships.
- Promote self-esteem and ensure children know that they matter.
- Encourage children to be confident and celebrate differences.
- 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 on achievements and setbacks.
- Access to appropriate support both in and out of school to ensure individual needs are met.
- Dedicated wellness room, which is a safe space intended to provide students with an opportunity to focus on reducing stress and anxiety, and the development of healthy coping strategies and self-care.

Legislative Compliance

This policy has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- Keeping Children Safe in Education 2021 Para. 164
- Physical Health and Wellbeing guidance, DfE 2020
- Children and Young People's Mental Health: State of the Nation 2016.
- Promoting children and young people's emotional health and wellbeing, Public Health England 2015.
- Preparing to teach about mental health, PSHE Association 2019.
- Mental Health and Behaviour in Schools, DfE 2018.
- Supporting children with medical conditions, DfE 2017.
- Relationships Education, Relationships and Sec Education (RSE) and Health Education, DfE 2020

The policy was created by the Headteacher in conjunction with the JCAT wellbeing practitioner and with the Safeguarding Governor with representation from the parent body.

Aims and Objectives of this Policy

The aims of our Mental Health and Wellbeing policy and practice in this school are:

- To support learners to develop their character – including their resilience, confidence and independence and help them know how to keep physically and mentally healthy *Ofsted 2019*
- Promote positive mental health and wellbeing in all staff and pupils
- Increase understanding and awareness of mental health and emotional health issues.
- Alert staff to early warning signs
- Provide support to staff, pupils and their families

Lead Members of Staff

Whilst all staff have a responsibility to promote the emotional and mental health of pupils, staff with a specific, relevant remit include:

- Alex Kingston- Head teacher and Designated child protection / safeguarding officer
- Tamar Cohen – Deputy Head and Designated child protection / safeguarding officer
- Laura Russell- – Deputy Head and Designated child protection / safeguarding officer
- Hannah Bunt- SENCO and Designated child protection Lead / safeguarding officer
- Katie Fox- PSHE Subject lead and Well-being Lead
- Sarah Jacobs- Jcat Wellbeing practitioner
- Accredited Mental Health Champions (MHC) in each year group

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the MHC in the first instance and record their concerns on Scholarpack. If there is a fear that the pupil is in danger of immediate harm, then the normal child protection procedures should be followed with an immediate referral to the designated safeguarding lead. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary. Where a referral to MASH (Multi Agency Safeguarding Hub) is appropriate, this will be led and managed by Hannah Bunt, SENCO and Designated Safeguarding officer.

Warning Signs

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or wellbeing issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns by completing a Well-being referral form and submitting this to a member of the well-being team or SLT.

Possible warning signs include: (this is not an exhaustive list)

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Noticeable changes in appearance/behaviour/attitude
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Also, all staff, on completion of the Wellbeing tracker each half term, will alert SLT if there are any concerns which need to be monitored.

Curricular and Extra-curricular Support

We support the mental health and wellbeing of all pupils through:

- A strong school ethos, which empowers tolerance and respect, including respect for difference and diversity.
- Developing a Hillel values-based curriculum to emphasize the values and skills needed to become well-rounded, healthy school leavers.
- High profile anti-bullying procedures and policy through posters, assemblies, home school communications and events.
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships.
- Having wellbeing champions in each year group, providing trained members of the team whom a child may turn to.
- Carefully considering school and classroom layout, facilities and resources, such as our sensory room and Hillel Curriculum boards in each room.
- Recognising the background of individual pupils and their physical, social and emotional needs.
- Consistent support for vulnerable children and those with SEND from trained teams of pastoral, learning support, teaching assistants and other agencies where appropriate.
- A balanced curriculum with opportunities for intellectual, physical and expressive development. Including weekly PSHE timetabled lessons, which promote positive mental health and wellbeing. These sessions are taught using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity.
- Teachers utilise a range of teaching material and resources to promote and develop the healthy mental well-being of their pupils and to raise self-esteem and confidence levels. Such as; Heads-up kids, PaJeS Wellbeing and Me, Sophie Says, PSHE association curriculum, Christopher Winters Project, NCPCC Speak out and Stay Safe, and SEAL materials.
- Full time learning mentor on staff to support pupils as needed, Access to onsite ED Psych to support children where needed.
- Make use of a range of therapists including Art, Occupational Health, Speech and Language and Play therapist who visit school regularly.
- Opportunities for pupil leadership through school council, play leaders, sports leaders, peer mentors and other roles.
- An emphasis on praise and reward.
- Opportunities for reflection and spiritual development through art, literature and the JS curriculum.
- Having nurture groups for general wellbeing as well as specific mental health, such as interventions dealing with anxiety or regulating emotions.

Staff Support

We support the mental health and wellbeing of all staff through:

- Curriculum planning time within the school week to support and encourage a healthy work life balance.
- Whole school training events, including Safeguarding, first aid and mental health training.
- Access to appropriate external training.
- Full access to Education Support Network.
- Communications between staff and parents is filtered through the main office and to support the Well-being of the teaching team, SLT filter communications before these are sent to teachers.
- Involving all staff in decision making and proposed changes e.g. timing of the school day, frequency of reporting to parents and so on.
- Provision of non-contact time to allow for planning, delivery and evaluation of school activities.
- Consultation on training and support needs through regular review.

- Work life balance regularly reviewed and acted upon through performance management cycle i.e. reduction of unnecessary paperwork, admin tasks in response to staff feedback.
- Calendar of Staff Social events to encourage and improve comradery
- SLT prioritise 'Random acts of Kindness' to improve Staff wellbeing and a sense of being valued and appreciated.
- Termly staff social events.

Roles and Responsibility

- The promotion of Emotional Health and Social Well Being and raising the achievement of all pupils is the responsibility of the whole school staff and governors.
- The Headteacher and Senior Leadership Team will demonstrate through their personal leadership the importance of this scheme, ensure all staff are aware of it and understand their role and responsibility in relation to it.
- The Governing body has adopted this policy and will assess and monitor its impact annually.
- Staff will be expected to understand what their responsibilities are in ensuring the policy is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues.
- Pupils will be made aware of how this policy applies to them as part of the school aims, values and in the curriculum.
- Parents and carers will be encouraged to participate fully in implementing it in partnership with the school.

Training

As a minimum, all staff will receive regular training about recognising and responding to emotional and mental health issues as part of their regular child protection training in order to enable them to keep pupils safe.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional Continuing Professional Development will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Effective Transition

Where transfer dates are known, we will ensure early and timely planning for transfer to a pupil's next phase of education. In the year before the year in which they leave, we will offer transition opportunities and support. All those with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by head teacher.

Confidentiality

Issues around these areas are private and all concerns raised by pupils, staff or parents will be dealt with in the strictest confidence. Where it is necessary for to pass this information on for an individual's safety, this will be done discreetly.

Policy to be reviewed by SLT and safeguarding Governor January 2023