

STANBURN PRIMARY SCHOOL



Mental Health and Wellbeing Policy

Committee Responsible:	Health and Wellbeing
Review Date:	June 2022
Next Review Date:	June 2023
Name and Signature:	Fiona Chan (Governor)



Mental Health and Wellbeing Policy

‘Believe Achieve Succeed – Learning without limits’

Our vision at Stanburn Primary School

At Stanburn Primary School we strive for excellence in all we do. We aim to encourage all pupils to develop lively, enquiring minds, with which to acquire the knowledge and skills they will need throughout their lives. We help them to understand the world in which they live and the inter-dependence of individuals, groups and nations. We believe that it is important that pupils appreciate and celebrate human endeavour and achievement in all its forms. Pupils are encouraged to have both tolerance and respect for the religions, moral values and ways of life of all people.

Purpose of this policy

This policy sets out why we believe Mental Health is so important at Stanburn and outlines the following:

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

Why mental health and wellbeing is so important

At Stanburn Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents, carers and governors), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children’s mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events.

The Department for Education (DfE) recognises that: “in order to help their children succeed schools have a role to play in supporting them to be resilient and mentally healthy”. Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience.

For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children’s wellbeing and can help engender a sense of belonging and community. Our role in school is to ensure that children

are able to manage times of change and stress (and access help when they need it) and that they are supported to reach their potential. We also have a role to ensure that 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.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued
- Children have a sense of belonging and feel safe
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma
- Positive mental health is promoted and valued
- Bullying is not tolerated.
- In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing

Definition of mental health and wellbeing

We use the World Health Organisation's definition of good mental health and wellbeing that 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". Mental health and wellbeing is not just the absence of mental health problems.

We want all children/young people 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

A whole school approach to promoting positive mental health

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise.

This encompasses seven key aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands
2. Helping children to develop social relationships support each other and seek help when they need it
3. Growth Mindset- helping children to be resilient learners
4. Teaching children social and emotional skills and an awareness of mental health
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services
6. Effectively working with parents and carers
7. Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

Staff roles and responsibilities, including those with specific responsibility

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get 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: physical long-term illness, having a parent who has a mental health problem, death and loss,(including loss of friendships), family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

Our Mental Health Leader:

- Leads and works with other staff to coordinate whole school activities to promote positive mental health and wellbeing
- Leads on teaching about mental health
- Provides advice and support to staff and organises training and updates
- Works with the SENDCO to make contact with mental health services, and makes individual referrals to them.

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

Sources of relevant support include:

- The Harrow Mental Health Support Team- based in school
- Harrow Schools Counselling Partnership (HSCP)
- The Senior Leadership Team
- The Inclusion Team including the Learning Mentors
- The Safeguarding Team
- The Year Leaders
- School support staff employed to manage mental health needs of particular children
- The SENDCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems
- The School Nurse

Supporting children's positive mental health

We believe the School has a key role to play in promoting children's positive mental health and helping to prevent mental health problems. Our School has developed a range of strategies and approaches including:

- Through the PSHE and RSHE curriculum
- Assemblies
- Wellbeing week, Mental Health Day, Children's Mental Health Week

EYFS & Key Stage 1 children learn:

- To recognise, name and describe feelings including good and not so good feelings
- Simple strategies for managing feelings
- How their behaviour affects other people
- About empathy and understanding other people's feelings
- To cooperate and problem solve
- To motivate themselves and persevere
- How to calm down
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- Who to go to if they are worried
- About different types of teasing and bullying, that these are wrong and unacceptable
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

Key Stage 2 children learn:

- What positively and negatively affects their mental and emotional health (including the media)
- Positive and healthy coping strategies
- About good and not so good feelings
- To describe the range and intensity of their feelings to others
- To recognise and respond appropriately to a wide range of feelings in others
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- About resilience
- How to motivate themselves and bounce back if they fail at something
- How to empathise and be supportive of others
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves
- About the importance of talking to someone and how to get help.

Our approach to identifying, referring and supporting children with mental health needs:

- Provide a safe environment to enable children to express themselves and be listened to
- Ensure the welfare and safety of children is paramount
- Identify appropriate support for children based on their needs
- Involve parents and carers when their child needs support
- Involve children in the care and support they have
- Monitor, review and evaluate the support with children and keep parents and carers updated.

Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Analysing behaviour, exclusions, visits to the medical room/school nurse, attendance and sanctions
- Staff report concerns about individual children to the relevant lead persons
- Pupil Progress Review meetings termly
- Regular meetings for staff to raise concerns
- Gathering information from a previous school at transfer
- Parental meetings in EYFS
- Enabling children to raise concerns to any member of staff
- Providing parents and carers with clear lines of communication so parents can quickly and easily raise concerns and escalate this to senior management if necessary. Classroom observations by HSCP team

Signs of mental health needs might include:

- Isolation from friends and family and becoming socially withdrawn
- Changes in activity or mood or eating/sleeping habits
- Falling academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Secretive behaviour
- An increase in lateness or absenteeism
- Not wanting to do PE or get changed for PE
- Wearing long sleeves in hot weather
- Physical signs of harm that are repeated or appear non-accidental
- Repeated physical pain or nausea with no evident cause.

Staff are fully aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development. If there is a concern that a pupil is displaying aggressive or disruptive behaviours due to an underlying mental health condition this will be taken into consideration when considering action in line with the Behavioural Policy, careful consideration will also be given to the impact those behaviours may have on other children

and staff. Records should make clear what steps will be taken to protect other children and staff as part of any personalised education or behaviour plan

If there is concern that a pupil is in danger of immediate harm then the School's Child Protection procedures are followed. If there is a medical emergency then the School's procedures for Medical Emergencies are followed.

Disclosures by children and confidentiality

We recognise how important it is that staff remain calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the Mental Health Lead, SENDCO or the Safeguarding Team and recorded, in order to provide appropriate support to the pupil. All disclosures are recorded and followed up by a member of SLT.

Involving parents and carers in promoting mental health

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children who do have mental health needs.

Supporting parents and carers with children with mental health needs

We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common, that the school has experience of working with similar issues and that help and advice are readily available. With the provision of:

- Harrow Mental Health Support Team- based in school
- Parent drop in sessions for anyone who has a concern about their child
- Coffee mornings/workshops to help increase understanding about mental health delivered in partnership with HSCP
- Therapeutic support for parents and/or parent child work to be delivered by HSCP

When a concern has been raised, the School will:

- Contact parents and carers and meet with them (In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, If, for example, it would not be in the child's best interests such as where child protection issues are identified)
- Offer information to take away and places to seek further information
- Be available for follow up calls
- Make a record of the meeting
- Discuss how the parents and carers can support their child
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided

Parents and carers will always be informed, unless it is advised by a relevant professional not to disclose concerns to a parent or carer due to putting a child at risk of danger. We offer pupils the option of informing their parents and carers about their own mental health needs

and are able to support them in doing so. We make every effort to support parents and carers to access services where appropriate. Our primary concern is the child, and supporting the family by signposting them to support in Harrow. We also provide information for parents and carers to access support for their own mental health needs.

Supporting and training staff

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help. Staff will have regular training on different aspects of mental health to help deepen their understanding of a range of different mental health conditions.

Staff Mental Health

At Stanburn we believe that good staff wellbeing is essential in ensuring a mentally healthy school and for retaining and motivating staff and for promoting pupil wellbeing and attainment. There is support provided by the Harrow Schools Counselling Partnership service within school and Harrow Council provide external support if required to ensure staff wellbeing is valued.

Named mental health lead: Miss K Patel

SENDCO: Miss Crane