



# **Mental Health and Wellbeing Policy 2023**

**We are one family:  
Love for ourselves, for others and for the world.**

**Confidence, Compassion, Curiosity**

**Approved by:**

Chair of Governors

**Date:** 1.3.22

**Last reviewed on:**  
17.11.2023

**Next review due by:**

November 2024

## **Policy Statement**

At Stoborough CE Primary School, it is our vision that we place positive mental health and wellbeing at the centre of school life. Our vision 'Confidence, Compassion, Curiosity' highlights the importance we place on supporting every child's emotional wellbeing. We aim to ensure positive mental health and well-being for every pupil, parent/carer and staff member. Our positive ethos is based on the understanding that all children need the foundations of positive mental health. As a result of this, we hope children will fulfil their potential academically, socially, emotionally and healthy, helping them to grow in confidence and participate in everything that goes on in the wider community. We aim to pursue this vision by using both universal, whole school, specialised, and targeted approaches to support all of the school community. In addition to promoting positive mental health and well-being, we aim to recognise and respond to poor mental health. This will be achieved by developing and implementing relevant effective mental health and well-being policies and procedures so that we can promote a safe and stable environment for children, parent / carers and staff affected both directly and indirectly by poor mental health.

The Department for Education recognises that, in order to help pupils succeed, schools have an important role to play in supporting children to be resilient and mentally healthy. It is widely recognised that a child's emotional health and wellbeing influences cognitive development and learning, as well as their physical health and mental wellbeing into adulthood "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 Organization 2014)

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 Stoborough we aim to promote positive mental health and emotional wellbeing for every child, parent / carer and staff. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at identified vulnerable pupils and families.

### **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 'dare to be different'
- Help children to develop emotional resilience and to manage setbacks.

### **We promote a mentally healthy environment through:**

- Promoting our school values (confidence, compassion, curiosity) 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 including attachment disorder.

### **Scope**

This policy describes the school's approach to promoting 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 SEND policy, where a student may have an identified special educational need and the Safeguarding policy, in relation to prompt action and wider concerns of vulnerability.

### **Lead Members of Staff**

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

Mrs Jemma Murray- Head teacher and Designated Safeguarding Lead and Senior Mental Health Leader

Mrs Beccy Spicer - Deputy Head teacher and Deputy Designated Safeguarding Lead and Wellbeing Leader

Mrs Anne Derrick- SENDCo and Deputy Designated Safeguarding Lead

Mrs Kylie Tennant- Anti-Bullying Leader

Miss Amie Roberts- Online Safety Champion

Mrs Sam Nurser- ELSA

Mr Clive Moir- ELSA

### **Curriculum Support**

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. In addition, specific content of lessons will be determined by the specific needs of the cohort we are teaching in a safe and sensitive manner

### **Targeted support**

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches
- Targeted use of SEAL resources.
- Managing feelings resources e.g. 'worry boxes'.
- ELSA support groups.
- Listening Ear Sessions led by trained ELSAs
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques.
- Time with our 'Wellbeing dog' Auggie.

### **Pupil Identification and Assessment**

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.

The school will make use of the Leuven Scales of Wellbeing and Involvement to assess and track wellbeing and involvement as appropriate. Class teachers assess children at the beginning and end of each term using the Leuven Scales. Children of concern (scoring 1/2) are then identified, tracked and specific support is put in place.

### The Leuven Scale for Well-being

<b>Level</b>	<b>Well-being</b>	<b>Signals</b>
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance.

### The Leuven Scale for Involvement

<b>Level</b>	<b>Well-being</b>	<b>Signals</b>
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely high	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

We ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate.

Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking 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

### **Working with Parents**

In order to support parents, we will:

- Share and allow parents to access sources of further support e.g. through parent consultations
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.
- Working with other agencies and partners

### **Other Agencies**

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- Behaviour support
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers

### **Training**

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

### **Staff Identification**

The school is committed to achieving a health workforce by placing value on both physical and mental health. Mental health problems can be triggered by stress arising from the workplace or outside work and mental wellbeing at work is determined by the interaction between the working environment, the nature of the work and the individual. We would like to create a working environment that promotes and supports the wellbeing of all employees and encourages employee to take responsibility for their own mental health and wellbeing. The school recognises that mental health issues can be triggered by excessive levels of work-related stress and that they have a duty of care to take measures, as reasonably practicable, to preserve the mental health and wellbeing of its employees whilst at work.

The school aims to: •

- Build and maintain a workplace environment and culture that supports mental health and wellbeing and prevents discrimination;
- Increase employee knowledge and awareness of mental health, including stress, and wellbeing issues and behaviours;
- Promote a positive working environment that does not adversely impact on the mental health and wellbeing of employees;
- Support the effectiveness of its employees to enable them to fulfil the demands of their role;
- Ensure that employees who have, or who have had, symptoms of mental ill health are treated responsibly and in an understanding manner.

The school recognises that the majority of people who experience mental health difficulties recover and learn to manage their symptoms, especially if they are supported in the early stages. It is recognised at Stoborough, that promoting staff health and emotional well-being should be an integral part of the whole school approach to mental health and wellbeing. Therefore, 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 have always operated an 'open door policy' to senior leadership and we have a fully committed, supportive governing body. Supervision and appraisal will allow for mutual communication about personal health and emotional wellbeing if both felt it is deemed necessary.