



The Spire Federation



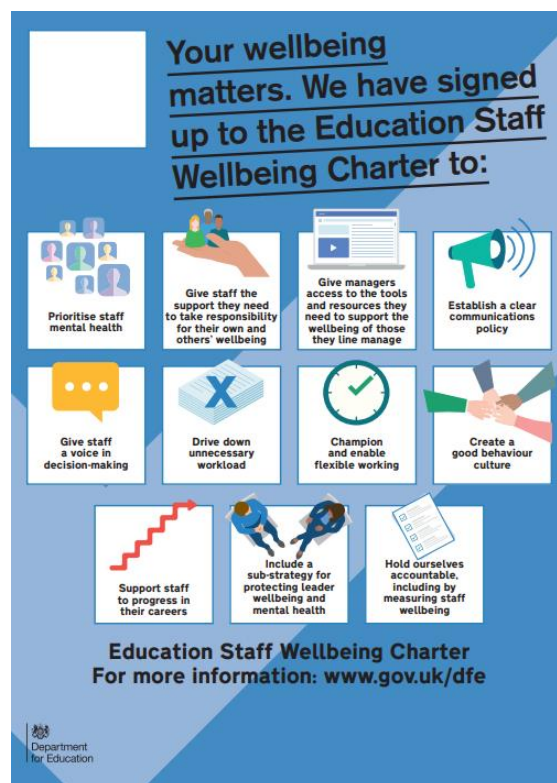
Positive Mental Health and Wellbeing Policy

Vision:

Our small school community welcomes everyone. We aim to achieve this by providing a challenging and supportive learning environment, where each one of us can flourish. With our foundation of Christian values, we strive for excellence in all that we do. We seek to empower our community to be excited about the future.

Empowering all to flourish and succeed.

"I can do all this through him who gives me strength." — Philippians 4:13



Approved by:	Headteacher	Date: June 2024
Last reviewed on:	January 2023	
Next review due by:	June	

Policy Statement

At East Wold and North Cockerington C of E Primary Schools we are committed to promoting positive mental health and emotional wellbeing for all pupils, families, members of staff and governors. Our open culture allows all voices to be heard, and through the use of effective policies and procedures we aim to provide a safe and supportive environment for all affected.

At East Wold and North Cockerington C of E Primary Schools we define Mental Health and Resilience as:

Good Mental Health

Individuals are mentally healthy when they have the ability to:

- develop psychologically, emotionally, intellectually and spiritually
- initiate, develop and sustain mutually satisfying personal relationships
- are aware of others and empathise with them
- experience happiness and can play and learn
- develop a sense of right and wrong
- resolve (face step backs and learn from them)
- develop a sense of self and identity

Resilience is the ability to bounce back from the disappointments and difficulties we all experience. It is the ability to build protective factors in our lives which promote and protect our emotional wellbeing when faced with every knockbacks and unexpected changes.

Policy Aims

- Promote positive mental health and emotional wellbeing for our community.
- Remove the stigma of mental health issues.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in pupils and each other.
- Enable staff to understand how and when to access support; both for themselves and pupils; who may have mental health issues.
- Provide the appropriate support to pupils with mental health issues.
- Develop resilience amongst pupils and raise awareness of resilience building techniques, creating a safe and nurturing environment for all.
- Raise awareness amongst our community of mental health issues and encourage staff to disclose any mental health issues in a supportive environment.
- Encourage a mental health friendly environment where everyone is aware of the signs and symptoms of mental ill health and can effectively sign post pupils and families.

Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of pupils and each other. However, key members of staff have specific roles to play:

- SENCOs: Alison Whitfield (EW) and Imogen Plaskitt (NC)
- Designated Safeguarding Leads – Alison Whitfield (EW) and Imogen Plaskitt (NC)
- Deputy Safeguarding Leads – Kim Williams and Becky Dhami
- Staff Wellbeing Officer –

- PSHE Coordinator – Sam Farr

Section 1 – Health and Welfare of Pupils

Mental health problems in children

Some children experience a range of emotional and behavioural difficulties that are outside the normal range for their age or gender. These children could be described as experiencing mental health problems or disorders. As described by the NHS, mental illness or mental health disorder is an illness that affects that way people think, feel, behave, or interact with others. There are many types of mental illnesses/ health disorders with different signs and symptoms.

Mental health professionals have defined these as:

- emotional disorders, e.g. phobias, anxiety states and depression;
- conduct disorders, e.g. stealing, defiance, fire-setting, aggression and anti-social behaviour;
- hyperkinetic disorders e.g. disturbance of activity and attention;
- developmental disorders e.g. delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- attachment disorders, e.g. children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
- other mental health problems including eating disorders, habit disorders, post-traumatic stress syndromes; sleep disorders; and psychotic disorders such as schizophrenia and manic depressive disorder.

Many of these problems will be experienced as mild and transitory challenges for the child and their family, whereas others will have serious and longer lasting effects. When a problem is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, children are often described as having mental health disorders.

If a member of staff is concerned about the mental health or wellbeing of a pupil or parent, in the first instance, they should speak to the SENCo.

If there is a concern that the pupil is a high risk or in danger of immediate harm, the school's child protection procedures should be followed.

Individual Support Plans

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Support Plan should be drawn up. The development of the plan should involve the parents, and relevant professionals.

Children who require extra support with their wellbeing, will be shared with all staff and support steps put in place. This will be via a Pupil Profile which will be shared with **all** staff.

Teaching and learning

For all pupils with mental health needs reasonable adjustments will be made to ensure full access to the curriculum. These may include:

- Brain breaks or movement breaks when required.
- Provision of stress relief/fidget toys
- Work broken into smaller chunks.

Curriculum

PSHE:

At The Spire Federation, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) and Relationships, Sex and Health education (RSHE) programme. Our PSHE/RSHE curriculum seeks to ensure that all pupils flourish through challenge and support. Our curriculum builds on our school values and gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. We strive for our pupils to leave primary school feeling confident in themselves, being able to keep themselves safe and thrive in an ever changing, complex world.

In addition we will ensure that

- Pupils are encouraged to act as role models within the school environment
- We encourage everyone to follow a healthy lifestyle is developed through participation in varied, relevant, realistic and enjoyable activities.

Targeted support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

Signposting

We will ensure that staff, pupils and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (noticeboards) and through our communication channels (newsletters, website), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure staff, parents and pupils understand:

- What help is available
- Why should they access it
- Who it is aimed at
- How to access it

Warning Signs

Staff may become aware of warning signs which indicate they or a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff feeling these symptoms should talk to the Staff

Wellbeing Officer or their line manager. If staff observe any of these warning signs, in a pupil, they should alert the class teacher or SENCo.

Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated, or appear non accidental.
- Expressing feelings of failure, uselessness or lack of hope.
- Changes in eating or sleeping habits.
- Increased isolation from friends or family, becoming socially withdrawn.
- Changes in mood or activity.
- Talking or joking about suicide or self-harm.
- Secretive behaviour.
- Abusing drugs or alcohol
- Lateness or absence from school.
- Repeated physical pain or nausea, with no obvious cause.

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At North Cockerington C of E Primary School we have a trained ELSA support assistant who is able to support children who are experiencing difficulties with their mental health. Children with more complex needs may be referred to Healthy Minds, CAMHS or a trained counsellor.

Adults experiencing mental health difficulties may contact their GP or ring the Lincolnshire Support and Counselling Service (01522 555440) or The Education Support Partnership helpline (08000 562561).

Managing disclosures

Any disclosure must be recorded on an expression of concern form and passed to the Designated Safeguarding Lead. All safeguarding concerns will be treated in confidence and we will follow the safeguarding policy. For more information about Safeguarding, including our policy, visit the Safeguarding page on our website.

Section 2 - Health and Welfare of Parents and Carers

Parents and carers are valued and welcomed into school. We communicate regularly, consult and engage with parents/carers through newsletters, assemblies, parent meetings etc.

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing. We work in partnership with parents and carers to promote emotional health and wellbeing by:

- Working closely with our local partners including nursery schools and pre-schools and health care professionals.
- Encouraging parents into school for events such as workshops and open classrooms.
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.)

- Having an open door policy, where parents can meet with their child's teacher or the SENCo, as soon as possible.

Section 3 - Health and Wellbeing of Staff

We recognise that a healthy happy workforce is required to deliver the best education for all our pupils. Our expectation is that staff have a responsibility to support their own mental health by accessing appropriate support, looking after their own mental health and to develop resilience and coping strategies. As a school we are committed to encouraging staff to develop a good work life balance and lead healthy working lives.

We offer the following to support our staff's positive mental health

- A dedicated staff room for relaxation.
- SLT have an open door policy for all staff.
- SLT proactively support staff who are experiencing mental health difficulties.
- Take staff mental wellbeing into consideration when deploying staff to various roles around school.
- Reasonable adjustments for staff with recognised mental health issues.
- Sign post staff to appropriate support mechanisms such as helplines and GP services.
- SLT meetings have staff wellbeing as an item on every agenda.
- Staff meetings are held weekly where individuals can air their views and feel supported.
- A Staff Wellbeing Officer.
- Encourage and support staff to put into perspective the everyday challenges of working with pupils.
- Help staff to set professional boundaries for themselves such as not sharing their telephone numbers; not texting parents with personal phones and not having their phones out during Curriculum time.
- Remind staff not to share personal details such as phone numbers and not to interact with parents on social media. Staff with children in school should be aware and take measures to protect themselves. For example set high privacy settings on Facebook.
- Flexible working applications are always seriously considered within the confines of what is best for the pupils.
- No expectation to be at work outside of contracted/directed hours.

This policy should be read in conjunction with:

- Safeguarding Policy
- Positive Behaviour Policy
- Managing Sickness and Absence Policy
- Code of Conduct

If a member of staff has concerns about themselves or a colleague they should speak to a member of SLT or the Staff Wellbeing Officer.

