



ST. ANNE'S C.E.(VC) PRIMARY SCHOOL



MENTAL HEALTH AND WELLBEING POLICY

'Together with God, Making Learning a Life Long Friend'

Approved:	01.03.23
Review Date:	31.03.24

We are a Church of England School and our policies are written with a commitment to our Christian Character, which is rooted in the Bible.

Start children off on the way they should go and even when they are old they will not turn from it (Proverbs 22:6)

As a voluntary-controlled church school, at St Anne's C.E. Primary School, we strive to ensure the best possible learning journey for children in our care; encouraging the development of values and attitudes, skills and knowledge, that will release the potential in each individual, for the benefit of others, in an ever-changing world. As a school community of children, parents, staff and governors, we aspire that our actions and attitudes underpinned by our school values of being:

- Honesty
- Respect
- Faith
- Community
- Perseverance
- Kindness

Policy Statement

At St Anne's C.E. Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supporting and caring ethos where each individual and contribution is valued. At our school we know that everyone experiences life challenges that can make us vulnerable at times, anyone may need additional emotional support. We take the view that positive mental health is everyone's business and that we all have a role to play.

At our school we:

- Help children to understand their feelings and emotions 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 they count.
- Encourage children to be confident.
- 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 including attachment disorder.

Lead Members of staff.

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

- Mr Edward Hobson - Designated Safeguarding Lead.
- Miss Alexa Turner - Deputy Designated Safeguarding Lead.
- Mrs Hannah Bowcock - SENDCO, Mental Health Lead and Deputy Designated Safeguarding Lead.
- Miss Nicci Chirnside - Emotional Literacy Support Assistant (ELSA) and Nurture Lead

Teaching about Mental Health.

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.

Targeted support

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

- ELSA individual sessions.
- ELSA support groups.

- Managing feelings resources e.g. 'Worry boxes', 'Worry eaters', 'Worry dolls'.
- Managing emotions resources such as 'The incredible 5-point scale'.
- Therapeutic activities including lego and mindfulness techniques.

The school will make use of resources to assess and track wellbeing as appropriate including:

- The Boxall Profile
- Emotional Literacy Scales

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support. Please find additional details on our school website <https://www.st-annes-brownedge.staffs.sch.uk/>

Identifying needs and warning signs.

All staff will monitor the wellbeing of their pupils and record any difficulties such as:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

Staff may also become aware of warning signs that may suggest that a child is experiencing mental health or wellbeing difficulties. This should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the DSL/ DDSL's or the Mental Health and 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:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support
- 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 Mental Health and 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

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)
- Family support workers
- Therapists 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 student's 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.

Mental Health and Wellbeing in staff

A school's caring ethos and environment will have a major impact on the wellbeing of its staff and pupils. It's important for leaders to define that culture and vision, making it clear what behaviours, values and beliefs underpin it.

It is important too for the school leadership team (SLT) to build a culture of trust where school staff feel valued, can be open about their health and wellbeing and know how to access support if they need it.

For all of this to happen, it is essential for the head teacher and the school leadership team (including governors) to model good mental health and wellbeing behaviour and practice. It is also important for head teachers to remember to look after their own mental health and wellbeing alongside that of their staff.

A separate staff well-being policy is in place alongside this policy.