FOSTER'S PRIMARY SCHOOL

MENTAL HEALTH AND WELLBEING POLICY

Adopted on: 14/09/26

Review Date: 14/09/27

Signed:

Policy Statement

At Foster's Primary School we are committed to supporting the emotional health wellbeing of all our pupils and staff. We recognise how important mental health and emotional wellbeing is to our lives, in the same was physical health is important.

We believe that emotional health and well-being is best defined as '…..a holistic, subjective state which is present when a range of feelings, among them energy, confidence, openness, enjoyment, happiness, calm and caring, are combined and balanced.' (Thinking Positively: Emotional Health and Wellbeing in Schools and Early Years Settings (WAG 2009)

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".

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

We believe emotional health and wellbeing makes a direct contribution to school improvement in three main areas:

- **Teaching and Learning**

  - Pupils who are more engaged in the learning process
  - Pupils who can concentrate and learn more effectively
  - Improved levels of literacy and numeracy
  - Improved academic achievements
  - Better teaching
  - Parents/carers who are more engaged in school life

- **Behaviour and Attendance**

  - Pupils who are more involved in school life and have a say in what happens
  - Pupils with higher self-esteem and confidence
  - Fewer pupils disengaged from learning and school
  - Better behaviour in the classroom and improved attendance
  - Less bullying
  - Lower rates of truancy, offending and substance misuse
  - Lower rates of non-attendance/school phobia

- **Staff Recruitment and Retention**

  - Improved morale
  - Lower absenteeism
  - Better staff recruitment levels
  - Better staff retention levels

(WAG 2009)

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- School Standards and Framework Act 1998
- Education Act 2002
- Children Act 2004
- Education and Inspections Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Children and Young Persons Act 2008
- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Every Child Matters
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Primary Social and Emotional Aspects of Learning (DCSF)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

Purpose of the Policy

This policy sets out:

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

Lead Staff and Staff Roles

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

- Mr J Hemley – Headteacher and Designated Safeguarding Officer
- Mr J Elliott – Deputy Headteacher and Designated Safeguarding Officer

- Miss L Smith – SENCO; Senior Mental Health Lead; and Deputy Safeguarding Officer
- Mrs K Freeman – Assistant Head with responsibility for Key Stage One and Deputy Safeguarding Officer

Whole School Approach

We use the World Health Organisation's definition of mental health and wellbeing " 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".

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.

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.

At our school, we work together to

- Create an ethos and positive attitude towards supporting mental health and resilience
- Help children develop social relationships, emotional skills and an awareness of mental health
- Identify children who have mental health needs and put provision in place to support these, as early as possible
- Communicate effectively with parents and carers to support children
- Support and train staff to develop their skills and resilience

All children are offered class based support in the form of SMSC lessons, discussions with a safe and supportive member of staff, access to various wellbeing resources (mindfulness CDs, mindfulness colouring, calm books). Wellbeing Wednesdays are being introduced to promote the importance of looking after our well-being.

Identifying and Supporting Needs

The school will offer support through targeted approaches for individuals or groups of children. Once a child has been identified as needing additional support, we follow a series of steps to support that child.

1. Class based support
2. Use of specialist areas such as the sensory room or mindfulness room.
3. Use of the Wellbeing Ambassador programme for a wellbeing check in.
4. One to one weekly check ins with a member of the SEN Team.
5. Draw and Talk sessions with specially trained SEN staff members.
6. Referral to outside agency.

Parents will be informed of provision and interventions in place for their child. We will identify the children who need this support via conversations with parents and teachers. We will also discuss children termly in our pupil progress meetings.

Where referrals are needed to professionals or outside agencies, parents and teachers will be spoken to and the SENCO will make the appropriate referral.

Working with Parents

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.

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 e.g. through parent forums.
- 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 and mental health 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 Outside 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 through the borough
- Paediatricians

- CAMHS (child and adolescent mental health service)
- Counselling services where needed
- Family Liaison Officer

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.

Monitoring and Evaluating

The mental health and wellbeing policy is on the school website and hard copies are available to parents and carers from the school office. All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our mental health work. The policy is monitored at an annual review meeting led by the Headteacher and involves staff with a responsibility for mental health.