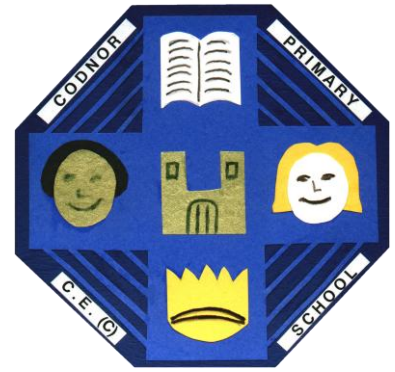


Codnor Community Primary School



Mental Health & Wellbeing Policy

September 2022

CODNOR COMMUNITY PRIMARY SCHOOL

Policy for Mental Health and Wellbeing

Our school vision

Codnor Community Primary School, Church of England Controlled, is committed to attaining high standards by creating a happy, secure learning environment in which all members of the community can grow in self-esteem, achieve full potential and develop spiritual awareness within the Christian faith.

Learn, strive and achieve in a caring Christian environment.

Introduction

At Codnor Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued. 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. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age. The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

In addition to this, we are aware of the impact Covid-19 has had on the mental health and wellbeing of both young people and adults, and therefore, we have a duty of care to support everybody within our school

Definition of Mental Health and Wellbeing

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.'

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.

Aims

The aim of our focus on Mental Health and Wellbeing is to:

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues in staff and pupils
- Raise the profile of children taking responsibility for their own mental health
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to pupils suffering mental ill health, their peers and their parents/carers

We promote a mentally healthy environment through:

- Promoting our school values (The Codnor STARS) 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 believe early intervention is crucial:

- **Prevention:** creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;
- **Identification:** recognising emerging issues as early and accurately as possible;
- **Early support:** helping pupils to access evidence based early support and interventions; and
- **Access to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

Roles and Responsibilities

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

- **James Blake and Jackie Waller** – Designated Safeguarding Leaders
- **Harriet McKirdy** – SENDCO
- **Becky Hibbitt and Becky Wilson** – Behaviour leaders
- **Rachael Daynes** – Mental Health Lead
- **Rachael Daynes, Tracey Day and Louise Cross** – Wellbeing Team

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to a member of the lead team in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated child protection officers. In line with whole-school procedures, MyConcern must be used.

There is a Wellbeing Team in school who are responsible for overseeing and promoting mental health and wellbeing in school, and act as a support for staff. All teaching staff

support the policy and have been integral in its development. The Governors are ultimately responsible for the policy.

Legislation and statutory requirements

There are several pieces of legislation which set out measures and actions for the teaching of RSE within schools including:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)

Links with Other School Policies and Practices

This policy links with several school policies, practices and action plans including:

- The Child Protection Policy
- The Behaviour Policy
- The PSHE Policy
- The Anti-Bullying Policy
- The RSE policy

Content and delivery

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental and progressive PSHE curriculum. As a school, we have adopted the Derbyshire County Council's 'PSHE Matters' framework, where 12 units are split over a half term basis on a two-year cycle: Cycle A and Cycle B. The units entitled 'Being Healthy' and 'Exploring Emotions' focus on supporting children with looking after their mental health. These units are explored within the first term, ensuring that staff can identify any issues regarding a pupil's mental health early and effectively.

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Being healthy	Safety First	Being Responsible	Being Me	Changes	Growing Up
Year 1-2	Being healthy	Safety First	Being Responsible	Being Me	Changes	Growing Up
Year 3-4	Being healthy	Safety First	Being Responsible	Being Me	Changes	Growing Up
Year 5-6	Being healthy	Safety First	Being Responsible	Being Me	Changes	Growing Up

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Drug Education	Exploring emotions	Money Matters	Bullying Matters	Difference & Diversity	Relationships
Year 1-2	Drug Education	Exploring emotions	Money Matters	Bullying Matters	Difference & Diversity	Relationships
Year 3-4	Drug Education	Exploring emotions	Money Matters	Bullying Matters	Difference & Diversity	Relationships
Year 5-6	Drug Education	Exploring emotions	Money Matters	Bullying Matters	Difference & Diversity	Relationships/ Growing Up

However, we recognise that the promotion of positive mental health and wellbeing does not come just through the curriculum. As a school, we have ensured it takes absolute priority by:

- Off time-table days for World Mental Health Day and Child's Mental Health Day
- Appointing a Wellbeing Minister on the school council
- Building in opportunities to focus on mental health and wellbeing during assemblies
- Allowing staff flexibility in their timetable to focus on any arising issues surrounding mental health and wellbeing
- Offering CPD to staff to support children with their mental health and wellbeing [e.g. Anna Freud, ELSA]
- Prioritising mental health and wellbeing and how to overcome these barriers on school provision maps

Targeted support

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

- Circle time approaches or 'circle of friends' activities.
- Targeted use of PSHE resources
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Primary Group Work/Mental health and wellbeing groups
- ELSA support groups.
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques.

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

- Wellbeing questionnaire
- The Boxall Profile
- Emotional literacy scales

Working with Parents

We recognise that promoting good mental health in children requires a team of support networks around the child.

In order to support parents/guardians we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Send home a mental health and wellbeing newsletter four times a year
- 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 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:

- Educational psychology services
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- Therapists

Organisation

Class teachers will deliver the programmes as appropriate, and will use a range of different strategies such as discussion, role-play, practical activities, games and group work. We offer children opportunities to talk in confidence to members of staff where they feel the need to do so.

Planning

The Mental Health and Wellbeing Team are responsible for the overall planning and delivery of the programme. Individual class teachers will plan their lessons accordingly, following the framework for PSHE Matters to ensure progression throughout the school.

Assessment and Recording

Evaluation is the responsibility of all teachers, to monitor and evaluate the provision made for mental health and wellbeing, in order that all pupils make the best progress they can. This will include regular evaluation of the content, pupils' progress and teaching styles; the effectiveness of any INSET provided either internally or by external agency is also evaluated. Evaluation may be through a number of methods including:

- assessment of pupils' achievements;
- analysis of teachers' planning;
- discussion among staff;
- external inspection and advice.

Evaluation will be conducted according to the priority given to the subject within the School Improvement Plan. There are two subject leaders for mental health and wellbeing, alongside a team for supporting the delivery, assessment and recording of RSE throughout the entire school who will monitor it on a regular basis throughout the academic year.

Verbal Disclosures by Pupils

We recognise how important it is that staff are calm, supportive and non-judgmental to pupils who verbally disclose a concern about themselves or a friend. The emotional and physical safety of pupils is paramount and staff listen rather than advise. Staff are clear to pupils if their concern needs to be shared with the Inclusion Manager/Designated Safeguarding Team and recorded in order to provide appropriate support to the pupil.

Non-Verbal Disclosures by Pupils

Staff also recognise persistent and unusual non-verbal disclosures in behaviours in line with the NICE (National Institute for Health & Care Excellence) recommendation that behaviour may be an unmet need or message.

Confidentiality

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a pupil on then we should discuss with the pupil:

- **Who** we are going to talk to
- **What** we are going to tell them
- **Why** we need to tell them

We should never share information about a pupil without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff, parents/guardians or further.

Parents must always be informed if a child is self-harming, talking of self-harm, saying they are being bullied, bullying others, or expressing low mood.

Monitoring and Evaluation

The Mental Health and Wellbeing Co-ordinators are responsible for reviewing, monitoring and evaluating the Policy in consultation with the rest of the staff.

Policy Review

A review of the Policy will take place in line with the School Improvement Plan and will be completed annually. Each review of this policy will be approved by parents and governors.

Governor Approval

Any amendments to the Policy before its annual review will be presented to the Governors for approval at the next available meeting.

Mrs R Hibbitt

October 2022