

# Mental Health & Wellbeing Policy



DANE ROYD SCHOOL

**Review frequency:** Termly

**Approval by:** Standards Committee

**Policy Date:** September 2022  
**Review Date:** September 2024  
**Lead Personnel:** Bethany Hemingway & Gemma Kendall  
**Version:** 2  
**Revision Date:**

### ***Aims which guide our policies and practice***

*As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:*

- To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

*We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.*

#### **1. Introduction and Rationale**

At Dane Royd Primary School, we are committed to supporting the emotional health and wellbeing of all of our pupils, staff, parents and carers. Mental health and wellbeing for all is a global priority which we embed within our school aims and ethos, and in our everyday actions and attitudes. As an organisation mental health and wellbeing is a priority and this policy is underpinned by Dane Royd's core aims, ethos and values, and will ensure that, through a holistic approach, a positive environment is promoted whereby every stakeholder will feel equal, valued and engaged.

At our school we understand that everyone experiences life challenges that can make us vulnerable, and at times, anyone could feel that they 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. Wellbeing is inherently important to every human being. At Dane Royd the mental health and wellbeing of all our stakeholders is of upmost importance. We see the health and happiness of all of our team as central to the success of Dane Royd, with the holistic health of all crucial in ensuring that the cogs in Dane Royd's hypothetical machine run and turn smoothly.

#### **2. Aims**

We want our children, staff, parents and carers to feel safe, happy and secure at every point of their time and experience at Dane Royd Junior and Infant school. To enable this, we want our children to experience smooth transitions so that the quality of learning is maintained and children to continue to make the very best progress. We are committed to promoting an open culture of wellbeing throughout the school environment where we want to see everyone thrive, be happy, perform well and be the best version of themselves.

#### **3. Key principles on which we operate:**

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable in sharing any concerns or worries with a trusted adult
- help children socially to form and maintain relationships.
- promote self-esteem and ensure children know that they matter
- encourage children to be confident, independent role models
- help children to develop emotional resilience and to manage setbacks.
- promote the growth mindset of all

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 needs
- Adopting a restorative based approach
- Promoting a positive, reward-based school environment
- Staff receiving appropriate support and training

#### 4. Legislation and guidance:

- Public Health England working with the Department for Education: Promoting children and young people's mental health and wellbeing A whole school or college approach
- The Department for Education: Physical Health and Mental Wellbeing (Primary and Secondary)

#### 5. Definitions:

We use the World Health Organisation's definition of mental health:

**"...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. Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."**

We use the Oxford English Dictionary's definition of wellbeing:

**"Wellbeing is the state of being comfortable, happy and healthy."**

It is important to recognise that mental health is not just the absence of mental ill-health problems, it is the feeling of children:

- feeling confident in themselves and their abilities.
- being able to express their emotions appropriately and with understanding.
- being able to make, maintain and develop positive relationships.
- coping with everyday minor stressors.
- managing times of stress appropriately and dealing with changes.
- learning and achieving and having a feeling of success.
- adopting a growth mindset and showing resilience.

## 6. Roles and Responsibilities:

We strongly believe that every staff member has a responsibility to promote the positive mental health and growth mindset of students as well as understanding some risk factors that contribute towards mental ill-health. We want all staff to feel equipped with the skills needed to identify warning signs of mental ill-health so that children can receive early intervention and support. Whilst all staff have this responsibility, we have members of staff with specific responsibilities for monitoring and promoting this:

**Senior Mental Health Leads:** Mrs Bethany Hemingway (DSL & LKS2 Leader) & Mrs Gemma Kendall (DSL & Deputy Headteacher)

**Mental Health Governor:** Mrs Hannah Legg

**Mental Health First Aiders:** Mrs Bethany Hemingway (DSL & LKS2 Leader) & Mrs Gemma Kendall (DSL & Deputy Headteacher)

## 7. Training:

As a minimum, all staff will receive regular training about recognising and responding to mental ill-health issues as part of their regular safeguarding and CPD training in order to enable them to keep pupils safe, and so that staff are better equipped to recognise the signs and symptoms of mental ill-health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue, and this is somewhere staff can be signposted to. 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. Senior Mental Health Leads attend regular CPD training on mental health and wellbeing throughout the year.

## 8. Identifying Needs and Signs:

School staff may become aware of early warning signs that indicate a pupil could be experiencing mental-ill health, or wellbeing issues. These signs do not necessarily mean that a pupil is experiencing mental ill-health, but they help staff to have an awareness of things to look out for and monitor. These signs can include, but are not limited to:

- Persistent absence
- Punctuality
- Difficulties forming lasting relationships
- Approach to learning
- Behavioural patterns
- Home/contextual circumstances
- Recent bereavement
- Health needs

School staff may also become aware of warning signs which indicate that a pupil is experiencing mental ill-health or emotional wellbeing issues. These warning signs are communicated with a safeguarding or mental health lead as appropriate:

- Changes in eating/sleeping habits
- Becoming socially withdrawn or isolating from friends
- Changes in enjoyments and/or mood
- Talking or joking about self-harm or suicide
- Expressing persistent feelings of failure, uselessness, or lack of hope

- Repeated physical pain, or nausea with no medical cause
- A sudden fall in academic achievement
- Secretive behaviour

We aim to identify children with mental health needs as early as possible to prevent things becoming worse. We do this in different ways and in accordance with our Safeguarding Policy and Procedures. Staff will always report their concerns to a designated lead, as stated above, and they will be recorded on CPOMs. There are also various opportunities for staff to talk about individual children in detail at other points such as pupil progress review meetings, staff meetings, discussions with phase leaders, and the DSL team meet weekly. If there is a concern that a pupil is in danger of immediate harm, then the school's Safeguarding Procedures are followed. If there is a medical emergency, then the school's procedures for medical emergencies are followed.

We recognise how important it is that children have a trusted adult in school that they can talk to, and all staff are calm, supportive and non-judgemental to our children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount, and staff are trained to listen rather than advise.

#### **9. Curriculum, teaching, learning and monitoring:**

The skills, knowledge and understanding needed by our children to maintain positive mental health are included as part of our weekly JIGSAW PSHE curriculum. The specific content of lessons is tailored to meet the needs of each individual class, but the teaching of mental health and emotional wellbeing is always done in a safe and sensitive manner. Every lesson opens with the opportunity to reflect and with a mindfulness starter. Throughout every lesson, children are given opportunities to share their ideas, opinions and feelings as well as the opportunity to 'pass' should they wish not to share. Lessons also end with moments of reflection.

There are also other strategies and approaches used throughout school:

- Focus weeks and assemblies to raise mental health awareness.
- Breaktime Buddies - a breaktime and lunchtime group supporting those in need during these times, offering someone to chat to or play with.
- Transition programmes in all year groups when children move classes, and for Year 6 children moving to secondary school, to ensure a smooth transition.
- House points and raffle tickets where children can be given positive recognition for things they have done, and this can be celebrated.
- Stars of the Week and Proud of You cards to recognise individual children's achievements that can then be celebrated in achievement assembly on a Friday.
- Displays and information around school about positive mental health and where to go if you need help and support.
- Wellbeing newsletters are sent home each half-term.
- Mindfulness club during lunchtime for those that want to attend.

Our school also offers support through targeted approaches for individual pupils or groups of pupils if needed which may include:

- Managing feelings resources such as emotions fans.
- Managing emotions resources such as the five-point scale.
- Time to talk with a trusted adult timetabled as needed.
- Therapeutic activities such as Lego therapy.

## **10. Links with other policies and documents:**

- Safeguarding Policy
- Anti Bullying Policy
- Staff Wellbeing Policy
- Behaviour Policy
- PSHE and RSE Policy
- Online Safety Policy

## **11. Involving parents and carers:**

We recognise the important role that parents and carers have in promoting and supporting the positive mental health and wellbeing of their children, and in particular, supporting their children when they have a mental ill-health need. When children first join our school in Nursery, parents are invited to attend welcome sessions which contain talks led by our Mental Health Lead(s) with the focus on detailing how parents and school can promote good mental health in their children as well as the importance of positive mental health to aid learning. Sessions also discuss the importance and impact of sleep and routine on children's mental health. For those children who do not attend our Nursery, who join us in Upper Foundation, parents are again invited to open events whereby sleep, routine and the importance of supporting their children's mental health is discussed. If children enter our school in other years, they are informed of who the Mental Health Leads are, and regular discussion with their parents takes place to make them feel comfortable. Every year, the first parent's consultation evening is a discussion about how children have settled into their new class, with a focus on positive relationship development and the child's wellbeing. Through our links with South West Yorkshire Future in Mind services, we also host talks led by Educational Mental Health Practitioners based on the needs of our parents and children. We ask parents to inform us of any mental ill-health needs their child is presenting with, and also of any issues that could have an impact on their child's mental health and wellbeing. It is very helpful if parents/carers can share this information with school so that we can better support their child from the outset. All information will be treated sensitively.

To further support parents and carers, we:

- organise specialist led workshops on promoting aspects of children's mental health.
- provide information and website direction on mental ill-health issues.
- have a page on our school website focused on supporting children's mental health and wellbeing, and that of parents.
- direct parents to specific programmes, workshops and/or support.
- ensure parents know who they can talk to about any concerns they have about their child, another child, or themselves.
- provide regular information to parents about how they can support their child's mental health.

## **12. Working with specialist services:**

As part of our targeted provision, the school will often work with other agencies to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support:

- Educational Psychology Services
- CAMHS (child and adolescent mental health service)
- Future in Mind
- School Nursing Service

- Children's and Family Services
- Educational Mental Health Practitioners
- Family support workers

### 13. Signposting:

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community and beyond. We will display relevant sources of support in communal areas such as corridor displays, toilets, the staffroom and entrance hall and will regularly highlight sources of support to students, parents and staff within relevant parts of the curriculum. Staff are also able to signpost families to the relevant support services and/or make referrals when necessary.

### 14. Useful Links:

- **Young Minds** is one of the UK's leading charities for children and young people's mental health.
- **Anna Freud Centre for Children and Families** is a charity dedicated to providing training & support for child mental health services.
- **Place2Be** is one of the UK's leading children's mental health charities.
- **Mind** is the UK's leading mental health charity, offering a great deal of useful information on children's mental health.
- **Mentally Healthy Schools** provides information, advice and resources to help primary schools understand and promote children's mental health and wellbeing.
- **Child and adolescent mental health services (CAMHS)** provide support to children and young people with a wide range of behavioural and emotional issues.