



Wellbeing and Mental Health Policy

| | Date |
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| | October 2020 |
| Review Date | October 2021 |

Policy Statement

At Raglan 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.

At our school we:

- help children and adults to understand their emotions and feelings better
- help children and adults feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they count
- encourage children to be confident and 'dare to be different'
- 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 the needs of pupils, parents and staff
- Effectively working with parents and carers

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- Supporting and training staff to develop their skills and their own resilience

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils, staff and parents going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils, parents and staff with more complex or long- term difficulties including attachment disorder

Scope

This policy should be read in conjunction with our:

- Supporting Children with Medicine Policy
- Special Educational Needs and Inclusion policy in cases where pupils mental health needs overlap with these
- Relationships and Behaviour Policy
- Relationships and Sex Education Policy
- It should also sit alongside child protection procedures

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health and wellbeing of students, and to understand about protective and risk factors for mental health , staff with a specific, relevant remit include:

- Kath Margetts- Designated Safeguarding Lead
- Sam Collins - Designated Deputy Safeguarding Lead and Family Support worker/Learning Mentor
- Carol Burgess – Inclusion Lead
- Fiona Reid-Smith- SRE Lead and PHSE Lead
- Nadine Titheridge – Mental Health and Emotional Wellbeing Lead and ASD Champion
- Victoria Mc Donnell -Emotional Literacy Support assistant -ELSA

Supporting children's positive mental health and wellbeing and 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. The specific content of lessons will be determined by the specific needs of the cohort we are teaching but we will also use the Scarf Scheme to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted support for children

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

Access to The Listening Ear

Circle time approaches or 'circle of friends' activities.

- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Managing emotions resources such as 'the incredible 5 point scale'
- 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:

- Strengths and Difficulties questionnaire
- Emotional literacy scales

Identifying needs and Warning Signs

Worry boxes in each class for children to raise concerns, which are checked by the class teachers.

The 'Listening Ears'

Five members of staff are trained 'Listening Ears' Any concerns that arise from a listening ear conversation are referred to the Inclusion Team.

We discuss all pupils at termly pupil progress meetings:

- Enabling children to raise concerns to any member of staff
- Enabling parents and carers to raise concerns to any members of staff
- Senior Leaders greet children and parents each day on the gate

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- Staff are encouraged to make referrals to the inclusion team if they are concerned about any child. The inclusion Team meets half-termly to consider all referrals and allocate them to the appropriate staff member/ service.

Concerns may include:

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

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the emotional 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

If there is a concern that a pupil may be in danger of immediate harm then the Schools safeguarding procedures are followed.

Disclosures by children and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather

than advise. Staff make it clear to children that the concern will be shared with the Mental Health Lead or the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.

All disclosures are recorded and held on file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

All behaviour incidents are recorded on 'Safeguard'. Incidents are monitored and analysed to identify possible trends.

Working with Parents

We recognise the important role that parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular in supporting children who do have mental health needs. It is very helpful if parents and carers share information with the school so that we are able to better support their child from the outset. All information will be treated in confidence.

In order to support parents we will:

- Build positive relationships with our parents, beginning with the initial parent meeting when a pupil enters school
- Organise training and drop in sessions
- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and encourage parents to access sources of further support e.g. Bromley Children's Project , Bromley Wellbeing, Trail Blazer Programme
- Ensure that all parents are aware of who to talk to, and how to go 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.
- Involving Children
- Through assemblies

- Through school council
- Through our Wellbeing Champions

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 through BTA Midfield
- Paediatricians
- Bromley Wellbeing and CAMHS (child and adolescent mental health service)
- Family support worker

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.

Whole school training will be provided around specific issues. Staff who require more in depth knowledge are encouraged to request additional training and this will be considered as part of our performance management process and CPD offer.

Support for Staff

At Raglan we believe that our staff are the most important resource within the school. The Governors and the School's Leadership Team acknowledge the potential impact that work has on an individual's physical and mental health, and are committed to fostering a culture of cooperation, trust and mutual respect, where all individuals are treated with dignity, and can work at their optimum level. The Governors and the School's SLT recognise that work-related stress has a negative impact on employees' well-being, and that it can take many forms.

We have worked hard to create a working environment where potential triggers of work-related stress are avoided, minimised or mitigated, as far as practicable, through good management practices, effective Human Resources policies and staff development.

We are committed to developing a culture that is open and supportive of people experiencing stress or other forms of mental ill-health. The SLT engage with staff to create constructive and effective working partnerships both within

teams and across the School. Working arrangements support employees to feel they are able to maintain an appropriate work life balance. Staff are also encouraged to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues.

Arrangements for well-being and stress prevention is made through good management practices. These can include the following:

- Recruitment and selection procedures.
- Clear job descriptions and person specifications to ensure that the 'right' person is recruited for the job.
- Training and Development procedures to ensure that individuals have the necessary skills and competencies to undertake the tasks/duties required of them.
 - Weekly staff briefings to ensure effective communication
 - Staff incentives such as Well being day, Friday breakfast,
 - Support from change team
- Appraisal procedures
- Return to work procedures to ensure that individuals are supported back into work following illness.
- Suitable adaptations for disability.
- School policies and procedures such as staff conduct
- Flexible working arrangements, and contact days with staff on maternity leave.
- An annual survey of staff to better understand the areas of work-life that have a negative effect on staff well-being.
- Access to a counselling support service

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.

Monitoring and Evaluation

The Mental health and Wellbeing policy is on the school website and hard copies are available to parents and carers from the school office. The policy is monitored annually by the Inclusion Lead and Mental Health and Wellbeing Lead.