

# Lawn Primary School



## Mental Health and Emotional Wellbeing Policy

2022

Agreed by: Mrs K Hambleton (Headteacher) and Governors

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## Policy Statement

At Lawn Primary School, we are committed to supporting the mental health and emotional wellbeing of our pupils, staff, parents and carers. We have a supportive, 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 emotional support. We are aware of the most recent impact that the global pandemic (COVID 19) has had on all our school community including families who are yet to start at Lawn Primary. The profile of good mental health should and is raised within our school. We take the view that positive mental health is of equal importance as positive physical health.

Mental health is a critical part of a child's wellbeing, and we recognise that poor mental health can adversely affect a child's learning and progress. Our whole school values are at the root of all we do in school, and we use these positively to promote good mental health and wellbeing for all of our community. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health.

By making our school mentally healthy, we strive to ensure a nurturing, welcoming and supportive environment, where all children can build on their potential, no matter their life experiences. In an average classroom, it is estimated that at least three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for our pupils: those who are affected both directly, and indirectly by mental ill health. We aim to provide a safe, healthy and fun place for all our community to be. We want to ensure we help the children and adults deal with their own mental health, support others who may need support and create positive mind-sets.

## Lead Members of Staff:

Whilst all staff have a responsibility to promote the mental health and emotional wellbeing of pupils, staff with a specific remit include:

- Karen Hambleton: Headteacher and Designated Safeguarding Lead
- Donna Hallam: Deputy Headteacher and Senior Mental Health Lead
- Jo O Hare: Learning Mentor/Family Support and Senior Mental Health Lead
- Andrew Walters: Assistant Head and Special Educational Needs Lead
- Laura Bexson/ Susannah Cousins PSHE/SRE Lead

### Staff roles and responsibilities

We believe that all staff have a responsibility to promote positive mental health and emotional wellbeing, and to understand about protective and risk factors for mental health (see Appendix A). Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need. We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

This support can be found on our school website, in school newsletters and on Dojo. For staff there is a board with help on wellbeing and where to find support, along with information shared via e-mail, briefings and individual conversations.

### Early Identification and Warning Signs

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:

- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Health indicators
- An increase in lateness or absenteeism
- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause

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.

## Intent

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”.

At Lawn Primary School our aim is for:

- All children and staff to feel valued
- All children and staff to feel confident in their abilities
- All children and staff to be emotional literate
- Children and staff have a sense of belonging and feel safe
- Children and staff feel able to talk openly with a trusted adult/the leadership team about their problems without feeling any stigma
- Positive mental health is promoted and valued for all children and staff.
- The whole school community is to find their own wellbeing strategies to cope with the stresses of everyday life along with managing times of stress within the school day and be able to deal with change
- Promote and protect mental health for ourselves and others within the community by signposting and creating a culture of acceptance
- Be able to make and maintain positive relationships with others
- Everyone to learn and achieve to their maximum potential and able to take on challenge and risk with resilience and tenacity
- Increase understanding and awareness of common mental health issues and how we can prevent mental health problems
- Alert staff to early warning signs of mental ill health for themselves and others
- Provide support to staff working with young people with mental health issues
- Signpost our community to seeking further advice and support
- Provide support to students suffering mental ill health and their peers and parents/carer
- Provide external avenues for staff to seek support on all areas of life

## Implementation

Lawn Primary's approach to promoting positive mental health and emotional wellbeing:

We take a whole school approach to promoting positive mental health and emotional wellbeing that aims to help children achieve our values of respect, responsibility, teamwork, empathy, initiative and integrity along with other core values the school promotes such as tolerance, determination, kindness and pride.

Our approach encompasses the following areas:

1. Creating an ethos, policies and behaviours and curriculum that support mental health and resilience that which everyone understands.
2. Helping children to develop social relationships, support each other and seek help when they need it.
3. Helping children to be resilient learners.
4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
6. We use the Leuven Wellbeing scale each term to identify any children that need support from the Learning Mentor or other agencies with regards to their wellbeing and involvement.
7. Effectively working with parents and carers.
8. Have focused weeks/days within the academic year on positive mental health and how to support this through our own actions and thinking
9. Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

We have a comprehensive PSHE curriculum that is in line with the National Curriculum and based around our six core values of Respect, Teamwork, Integrity, Responsibility, Initiative and Empathy. These all promote positive mental health and emotional wellbeing. This scheme is September 2020 compliant and in-line with Government PSHE curriculum guidance.

We also have access to a range of interventions and resources to help us support children some examples include individual and small group work with the Learning Mentor who is also trained in Youth Mental Health First Aid, Drawing Therapy and attachment, the use of worry boxes

around school for both children and staff that are checked on a weekly basis, Lego Therapy, The Boxall Profile, Wellbeing Wednesdays and No Outsiders.

We keep our knowledge up to date by regularly accessing online guidance, for example from the Anna Freud and the Emotionally Mentally Healthy Schools websites, as well as a range of children's mental health charities.

We will ensure that staff, pupils and parents are aware of what support is available for children within our school and how to access further support.

### Working with Parents:

Parents or carers can approach their child/children's class teacher in the first instance if they have mental health concerns regarding their child, they may also speak to Mrs O Hare the Learning Mentor/SMHL as part of her role working with families. This will then be cascaded to the Mental Health Leads and DSLs for assessment.

To support parents and carers we will:

- Provide information on the school website on mental health issues and local wellbeing and parenting programmes.
- Termly newsletters on Mental Health
- Bridge the Gap to support families at home
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.

When a concern has been raised, teachers or the Mental Health Leads and SENDCO will:

- Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events.
- Agree mental health care and protection plan where appropriate including clear next steps.
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

## Working with specialist services

As part of our targeted provision, the school will 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.

- Behaviour support
- Educational Psychology Services
- CAMHS (child and adolescent mental health service)
- School Nursing Service
- Children's and Family Services/ Children's social care
- Family support workers
- Counselling Services
- Therapists
- Community Paediatricians
- The police (when requested school will attend multi agency meetings or child protection conferences in order to promote the emotional wellbeing of children)

## 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. At Lawn Primary we use SSS learning, and all staff must pass the training annually.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue. Training opportunities for staff who require more in-depth knowledge will be considered as part of our appraisal process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Supervision and counselling are also offered to staff within school should they feel they need support for themselves or because they have been involved in traumatic safeguarding or mental health incidents within school.

Supervision is encouraged and advised for all DSL members of staff, this support is available from Transform Trust on request and through regular invitations sent to make appointments.

## Links to other policies

This policy links to our Child Protection Policy, Anti Bullying, SEND Offer, and our Learning Behaviour Policy.

## Monitoring and evaluation

The Mental Health and Wellbeing Policy will be published on the school website - hard copies are available on request. The policy will be reviewed every two years

## RISK FACTORS

- ✗ Genetic influences
- ✗ Low IQ and learning disabilities
- ✗ Specific development delay
- ✗ Communication difficulties
- ✗ Difficult temperament
- ✗ Physical illness
- ✗ Academic failure
- ✗ Low self-esteem



Child

- ✗ Family disharmony, or break up
- ✗ Inconsistent discipline style
- ✗ Parent/s with mental illness or substance abuse
- ✗ Physical, sexual, neglect or emotional abuse
- ✗ Parental criminality or alcoholism
- ✗ Death and loss



Family

- ✗ Bullying
- ✗ Discrimination
- ✗ Breakdown in or lack of positive friendships
- ✗ Deviant peer influences
- ✗ Peer pressure
- ✗ Poor pupil to teacher relationships



School

- ✗ Socio-economic disadvantage
- ✗ Homelessness
- ✗ Disaster, accidents, war or other overwhelming events
- ✗ Discrimination
- ✗ Other significant life events
- ✗ Lack of access to support services



Community

- ✓ Secure attachment experience
- ✓ Good communication skills
- ✓ Having a belief in control
- ✓ A positive attitude
- ✓ Experiences of success and achievement
- ✓ Capacity to reflect

- ✓ Family harmony and stability
- ✓ Supportive parenting
- ✓ Strong family values
- ✓ Affection
- ✓ Clear, consistent discipline
- ✓ Support for education

- ✓ Positive school climate that enhances belonging and connectedness
- ✓ Clear policies on behaviour and bullying
- ✓ 'Open door' policy for children to raise problems
- ✓ A whole-school approach to promoting good mental health

- ✓ Wider supportive network
- ✓ Good housing
- ✓ High standard of living
- ✓ Opportunities for valued social roles
- ✓ Range of sport/leisure activities

## PROTECTIVE FACTORS