Mental Health and Wellbeing Intent Statement and Policy

2023

(all stakeholders)

Presented to governors: 11th October 2023
Agreed by governors: 11th October 2023
To be reviewed Autumn 2026

Updated	Reason
January 2025	Updated available services to children within school

Moral Purpose
Our moral purpose is based on our school's Christian vision.

School Vision and Values

In our school, our Christian vision shapes all we do, ***'For I know the plans I have for you…plans to give you hope & a future' Jeremiah 29:11***

This verse was God's word to the Israelites given by the prophet Jeremiah. The Israelites were in a time of desperation as captives. In Jeremiah 29:10, Jeremiah speaks God's word to the Israelites. He specifies that God will fulfil his promise after 70 years of exile. They would have a real time of difficulty, but they had God's hope of a future to see them through.

God gave the Israelites a hope that their future would be bright. This is our aim for our school community: children, parents, governors, staff and local community. By providing an excellent well-rounded education, we will give the children of Cinnamon Brow and their families the absolute best chance for their future.

The school's chosen Christian Values are hope, respect, compassion, perseverance, forgiveness and truthfulness. These values are rooted in the teaching of Jesus Christ and underpin every aspect of our community's life and work. In the daily life of the school, all members of the community are encouraged to demonstrate the Christian values and to put them into practice.

We believe that working together with parents / carers, the wider community and other professionals, we can make a difference to lives of our children and their families. We are determined to make a difference to the lives of children and their families and help them to be the best that they can be. Whatever issues our children, their families, the school, or the community face, we always support, react and pull together.

Mental Health Definition

'Mental health is a state of well-being in which an individual realises his or her own abilities, 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.' (World Health Organisation, 2018)

What supporting positive mental health means to us:

- The child is at centre of every conversation
- We promote positive mental health with everyone whilst prioritising those who need our help most
- We embed social, emotional and mental health awareness across the curriculum
- Children and young people are taught skills to build resilience and manage everyday stressors
- Staff wellbeing, resilience and mental health is a key focus

- Our wellbeing team are highly trained and lead on evidence-based practice for all our interventions
- We take an ‘early help’ approach to supporting our children and their families

How we ensure best practice:

- We promote positive mental health for every member of our staff and pupil body.
- We have a pathway for support that is clear and known by all. This support has offerings at universal, targeted and specialised levels so all are supported
- Staff know our behaviour, mental health and wellbeing policy, attendance and safeguarding policies and protocols
- Staff read and understand section one of Keeping Children Safe in Education (KCSIE) each year
- Staff training is prioritised, and supervision is available for key staff
- We monitor SEMH interventions and adjust where necessary
- We work effectively with external agencies to support the wellbeing of all
- We promote a safe and stable environment for all members of the school community.

Scope of the policy

This document describes the school’s approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our medical policy in cases where a pupil’s mental health and wellbeing overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

The policy aims to:

- Promote positive mental health and wellbeing in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of poor mental health and wellbeing
- Provide support to staff working with young people with mental health and wellbeing issues
- Provide support to pupils and staff suffering mental ill health and their peers and parents/carers

Pupil Mental Health and Wellbeing

Mental Health & Wellbeing Team

Whilst all staff have a responsibility to promote the positive mental health of pupils, we have created a wellbeing team who have this as a key focus:

- Rachel Pimblett – Senior Mental Health Lead (SMHL) / Deputy Designated Safeguarding Lead (DDSL) / PSHE Lead

- Lisa Locke – SENDCO with a key focus on social, emotional and mental health (SEMH) and is the school's behaviour lead
- Angela Brereton- Welfare Manager and Designated Safeguarding Lead (DSL)
- Jade Upton / Morgan Bretnall – Emotional Literacy Support Assistant (ELSA) teaching assistant

The above members of the MH&W team are part of the wider welfare team whose members meet in phases each half term where any concerns including about the mental health or wellbeing of a pupil can be shared. This is in addition to any member of staff who is concerned about the mental health or wellbeing of a pupil speaking to the SMHL and SEMH SENDCO at any time.

The MH&W team:

- lead on and work with other staff to coordinate whole school activities to promote positive mental health
- Provide advice and support to staff and organise training and updates
- Liaise with PSHE leader on teaching about mental health
- Is the first point of contact and communicates with mental health services
- Leads on and makes referrals to services
- Deliver in-house ELSA programmes

Members of the MH&W team will meet half termly to review current practice through evaluations, stakeholder voice, minutes from the welfare meetings and CPOMS analysis. A key focus of the meetings will be to review provision for identified children and next steps to be taken.

Universal Provision – whole school approach

Our whole school approach to positive mental wellbeing is very important. We believe we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems. The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE curriculum.

Through our PSHE and RHE curriculum, we want to help pupils to:

- develop social relationships
- support each other
- seek help when they need to
- be resilient learners
- develop social and emotional skills
- develop an awareness of mental health

We have a two-year programme that is carefully planned out to ensure that the full PSHE Association programme of study is taught. This includes a weekly taught lesson from the Heartsmart programme which also links to our whole school behaviour

curriculum approach. This has positive mental health and wellbeing at its heart and has a Biblical basis.

Additionally, within the two-year programme, we teach supplementary sessions using the Goodness and Mercy materials, PSHE Association and resources provided through Anna Freud Centre plus one-off carefully sourced resources. In addition, we teach through special focus weeks, through carefully and deliberately chosen class reading books and within collective worships.

Pupil voice is gathered in several ways. Children are provided with a weekly opportunity to share how they are feeling and to seek support. This is through our weekly wellbeing questionnaire. These are collected by teachers and where a child asks to speak to an adult, this opportunity is provided. These are collected in by the welfare lead who has an overview role.
Initiatives such as the school parliament, anti-bullying ambassadors, Christian ethos group, safety group, reading ambassadors, global citizens and the use of pupil voice exercises also promote wellbeing.

Pupils are encouraged to self-regulate with mindfulness, quiet times and reflection in-built within the school day. In addition, classrooms have calming corners and across school we have reflection rooms available when needed. There are links to how these are used within the behaviour policy.

Transition is carefully considered between key stages with positive mental health at its centre. We strongly believe that relationships are key and ensure that pupils are with some friends as they transition to new classes.

Targeted Provision – intervention approach
Pupils who may need more than that offered through the universal approach will be identified in a variety of ways including through observation, weekly questionnaires, parental discussion and due to external agency involvement. At this stage, Early Help would be offered to support the pupil and family.

Warning Signs
School staff may become aware of warning signs which indicate a pupil 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 MH&W team and / or DSL.

Possible warning signs include (but are not limited to):

- Low self-worth / expressing feelings of failure, uselessness or loss of hope
- Isolating themselves
- Refusing to accept praise
- Failure to engage / daydreaming
- Challenging behaviour

- Impulsivity / restlessness / over-activity
- Changes in activity and mood
- Poor personal presentation
- Lowering of academic achievement
- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Talking or joking about self-harm or suicide
- Secretive behaviour
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Pupils who may have need to additional support for their mental /emotional wellbeing will be assessed at the comprehensive level using 'Motional'. Motional is a suite of evidence-based, easy to use tools designed to measure, positively impact, and report on emotional health across the whole school. The activities and advice within Motional are developed by a team of psychologists and experienced senior educators that respond specifically to the emotional health profile of the participant.

The wellbeing team will follow the flow chart (see within appendices) and evaluate the outcomes from Motional to make decisions on the school's next steps.

- Support within school could include:
- emotional regulation small group work,
- ELSA programme,
- LEGO therapy, social stories,
- Small group dog therapy
- bespoke pastoral programme and
- reasonable adjustments implemented within the classroom environment.

It may be decided that involvement with the mental health support team (MHST) is appropriate at this stage, in agreement with parents.

Specialised Provision – SEND

For those pupils who more intense support is identified as needed, this can be provided through support sought and provided by or within the school including:

- 1:1 ELSA support,
- 1:1 bespoke mentoring,
- Dog Therapy.

Support can be sought through external agencies including:

- MHST,
- CAHMS and
- St Joseph's Family Centre.

SEND and SEMH

The school recognises it is well-placed to identify SEND at an early stage and works with partner agencies to address these needs. The school's full SEND identification and support procedures are available in the SEND policy.

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 DSL or DDSL. If the pupil presents a medical emergency, then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Managing disclosures

Disclosures will be managed as detailed within the safeguarding & child protection policy. A pupil may choose to disclose concerns about themselves or a friend to any member of staff, so all staff need to know how to respond appropriately to a disclosure. If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.
This information should be shared with the welfare lead or SEMH SENDCO who will offer support and advice about next steps.

Vulnerable Groups

Some pupils are particularly vulnerable to SEMH difficulties. These vulnerable groups are more likely to experience a range of adverse circumstances that increase the risk of mental health problems.

Vulnerable groups include but are not limited to:

- Pupils who have experienced adverse childhood experiences (ACEs)
- Children in need
- Looked after children (LAC) and previously (PLAC)
- Socio-economically disadvantaged pupils including those in receipt of, or previously in receipt of, free school meals and the pupil premium
- Young carers

Working with All Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. There may be times when parents are shocked or upset to learn of their child's current challenges with their mental wellbeing. As a school we will be supportive.

In order to support parents, we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents

- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- 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

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 pupils safe.
- We will signpost relevant training for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.
- The Anna Freud website offers helpful resources to support staff who wish to learn more about mental health.
- 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 developing situations with one or more pupils.
- Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.
- Suggestions for individual, group or whole school CPD should be discussed with the SMHL who can also highlight sources of relevant training and support for individuals as needed.

Staff Mental Health and Wellbeing

We take the mental health and wellbeing of all staff very seriously and aim to promote a working environment where all feel a sense of belonging and support. We are conscious that schools can be stressful environments to work in and we aim to relieve that stress to a manageable level wherever possible.

In line with the school's values, all staff are expected to treat each other with respect and compassion at all times. They are encouraged to provide mutual support through the use of team meetings, Whatsapp groups etc. A Monday prayer meeting is open to all. Team/morale building will also be promoted through occasional staff social events.

From September 2023/24, we are introducing more systematic supervision which will ensure that every member of staff has the opportunity for a 1:1 with a chosen member of the leadership team at least once a term.

Any member of staff experiencing stress should discuss this with their team leader and/or the Headteacher at the earliest opportunity so that support can be given. This may take the form of a referral for counselling where appropriate. Any member of staff concerned about the wellbeing of a colleague should also talk to their team leader

and/or the Headteacher in confidence. We have access to free and confidential counselling via our insurance provider which can be easily accessed by staff if required.

Governors acknowledge responsibility for promoting the mental health and wellbeing of the Headteacher. Governors undertake to treat the Headteacher, and other staff, with respect and compassion, acknowledging the pressures they work under and not making unreasonable demands on their time. Any member of staff concerned about the mental health and wellbeing of the Headteacher should speak to the Chair of Governors in confidence.

Wellbeing will be discussed at each member of staff's annual appraisal, including that of the Headteacher.

Communication

In order to reduce stress and protect the private lives of staff, telephone and email communication on school issues should, wherever possible, be kept to the hours of 8am to 6pm Monday to Friday in term time. We do, however, recognise that staff may need to work outside of these hours and send messages at these times. We encourage the scheduling of emails to within these hours.

Some communication outside these hours will be necessary but staff or governors wishing to contact staff outside those hours should consider the urgency of their message.

Policy Review

This policy will be reviewed every 3 years as a minimum. It is next due for review in Summer 2026. Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to Rachel Pimblett (SMHL /DSL).

This policy will always be immediately updated to reflect personnel changes.