**Roe Farm Primary School**



Mental Health and

Emotional Wellbeing Policy

|  |  |  |
| --- | --- | --- |
| **Approved by:**  |  | **Date:** December 2019 |
| **Last reviewed on:** | Newly Adopted |
| **Next review due by:** | December 2020 |

**Mental Health and Emotional Wellbeing Policy**

This policy was written in consultation with staff, pupils, parents and professionals involved in mental health and wellbeing.

**Policy Statement:**

At Roe Farm 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 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 to understand their emotions and feelings
* Help children feel comfortable sharing any worries or concerns
* Support children in building up their resilience in order to manage and deal with difficult situations and setbacks
* 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’

**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 their needs

**We pursue our aims through:**

* Universal, whole school approaches
* Support for pupils going through recent difficulties including bereavement
* Specialised, targetted approaches aimed at pupils with more complex or long term difficulties including attachment disorder

**Scope:**

The policy should be read in conjunction with policies for:

* SEND
* Behaviour
* Anti–Bullying
* E–Safety
* PSHE and SMSC
* Safeguarding

It should also sit alongside the school’s child protection procedures.

**Lead members of staff:**

Whilst all staff have responsibility to promote the mental health of children and staff, staff with a specific, relevant remit include:

* **Helen Weston:** Head teacher/Designated Safeguarding Lead/Mental Health and Emotional Well – Being Lead
* **Matthew Davenport:** Deputy Head teacher/Deputy Safeguarding Lead
* **Scott Wood:** Deputy Safeguarding Lead/Learning Mentor/Nurture
* **Jake Nicholas:** Deputy Safeguarding Lead/Year 3 and 4 Team Leader
* **Clara Croft:** Nurture support
* **Nicola Smith:** Mental Health Lead Governor for Mental Health/Safeguarding

**Teaching about Mental Health and Emotional Well-Being:**

The skills, knowledge and understanding needed by our children to keep themselves mentally healthy and safe are included as part of the development of our PSHE provision and curriculum across school.

The specific content of lessons will be determined by the specific needs of cohort being taught but we will also be accessing and using the PSHE Association Guidance to ensure that we teach mental health and emotional well – being issues in a safe and sensitive manner.

**Targeted Support:**

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

* Nurture provision
* One: one support discussing feelings, emotions, worries etc.
* Circle time approaches
* Use of books to explore and understand feelings and emotions
* ‘Friends 4 Life’: 10 week programme
* ‘Good To Be Me’: 10 week programme
* Lego Therapy

The school will make use of resources to assess and track well – being as appropriate including:

* Spence Anxiety Scale
* Boxall Profile

**Signposting:**

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

**Identifying needs and Warning Signs:**

All staff will are aware of the possible warning signs that there may be an issue or concern. These warning signs should always be taken seriously and staff observing any of these should communicate their concerns with the Designated or Deputy Safeguarding Lead as appropriate. It should also be logged and recorded on CPOMs.

**Possible warning signs may 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

**Working with Parents:**

In order to support parents we will:

* Have an Open Door policy for parents to speak to designated staff e.g. Designated Mental Health and Emotional Well–Being Lead, Learning Mentor
* Highlight sources of information and support about mental health and emotional well–being
* Make our Mental Health and Emotional Well–Being policy easily accessible
* Share ideas about how parents can support positive mental health and well–being in their children
* Keep parents informed about topics in school their children are learning about in PSHE and share ideas for extending and exploring learning at home

**Working with other agencies and partners:**

As part of our targeted provision, the school will work closely with other agencies to support children’s emotional health and well–being including:

* The School Nurse
* Educational Psychology Service
* Links with STePs
* Paediatricians
* CAMHS (Child and Adolescent Mental Health Service)
* Counselling Services
* Family Support Workers
* Therapists

**Training:**

As a minimum, all staff receive annual training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep children safe.

Our EduCare portal has online training suitable for staff wishing to know more about specific issues.

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 children.

**Our Staff:**

At Roe Farm we are committed to supporting all of our staff, as only through support can our staff feel valued and happy within their work. It is with this support, staff thrive, allowing them to continue to produce excellent provision for the pupils of Roe Farm.

Staff questionnaires are sent out at least twice a year giving them the opportunity to share their views anonymously; outcomes are then reviewed and acted on accordingly.

Support Provision for staff includes the following:

* Open door policy to speak with senior staff at any time
* Allocated slots for all staff to discuss training, workload and support
* Staff shout out board
* Time off to attend family/important events
* Rewards for hard work (early Friday finish)
* Staff fuddles
* Changes to PPA (now off site)
* ‘You’ve been bugged’
* Well – being board in staff room signposting support available

As a school, we are always looking for ways to improve our support network and welcome any suggestions to improve and maintain well – being for all stakeholders.