



# Hollyfield Primary School

Mental Health and Emotional Wellbeing Policy - September 2022

## **Policy Statement**

*Mental Health is a state of wellbeing 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 his or her community (World Health Organisation).*

At Hollyfield Primary School, we are committed to supporting the mental health and wellbeing of our children and staff. We know that happy children are happy learners and our mission is to promote positive mental health for every member of our school – both pupils and staff alike.

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.

Since the start of the COVID-19 pandemic and subsequent lockdown period, it is even more important that the mental health and emotional wellbeing of the children and staff is prioritised.

At our school we aim to:

- help children to understand their emotions and feelings
- help children to feel comfortable sharing any concerns or worries
- help children to form and maintain positive 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.
- increase an understanding and awareness of common mental health issues
- alert staff to early warning signs of mental ill health in children and in themselves
- provide support to children, parents/carers and staff to enable them to support or signpost to available services

We promote a mentally healthy environment through:

- promoting our school values and encouraging a sense of belonging
- promoting the child's 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 children going through recent difficulties including bereavement, separation and more complex or long term difficulties including attachment disorder

### **Scope**

This policy should be read in conjunction with our Equal Opportunities, Supporting Children with Medical Conditions/First Aid policy and our SEND policy in cases where children's mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour, **Personal Social and Health and Economic Education (PSHE)** curriculum and Spiritual, Moral, Social and Cultural Development (SMSC). It should also sit alongside the school's child protection procedures.

### **Lead Members of Staff**

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

- Mr. A. Holmes– Wellbeing Lead, Deputy DSL
- Mr. D. Cole - Designated Safeguarding Lead (DSL)
- Mrs. F. Nicholls - Deputy DSL
- Mrs. J. Storer - Deputy DSL and Senior Learning Mentor
- Mrs. S. Glass - Pastoral Manager, Deputy DSL and Mental Health First Aider

There is a Wellbeing Group comprising of staff and governors who have the responsibility for overseeing wellbeing in school. The children have 'Wellbeing Warriors' who support wellbeing in each class and represent the views of the children.

### **Teaching about Mental Health**

The skills, knowledge and understanding needed by our children to keep themselves mentally healthy and safe are included as part of our whole school PHSE curriculum, using Coram Education's SCARF programme.

The content of lessons will be influenced by the specific needs of individual cohorts; Local Authority guidance will also be used to ensure mental health and emotional wellbeing issues are taught in a safe and sensitive manner.

## **Targeted support**

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

- 1:1 Mentoring
- Emotional literacy support (ELSA)
- A range of workshops provided by Our Place
- Peer mediation activities
- Talking and Drawing therapy sessions
- Nurture groups
- Lego Therapy
- 20:20 Lunchtime Club
- Therapeutic activities including Lego, relaxation, drama, sewing and mindfulness techniques
- Weekly Kindness Awards
- Chill out boxes
- Check in charts
- How do you feel? - check ins (class/ individual children)
- De-briefs
- Pupil voice - return to school questionnaire
- Mental health & well-being board- Be kind to your mind
- Mental health 5 ways to well-being competition
- Mental Health Mascot competition – design in progress
- Mental Health Awareness Week – regular assemblies, activities to complete in class
- Mindful Monsters activity packs for each year group.
- Signpost parents to outside agencies, FTB, Our Place, PAUSE, Early Help, EP services throughout lockdown. Regular updates on the newsletter
- Random Acts of kindness
- Shout Out boards

The school will make use of resources to assess and track wellbeing as appropriate including:

- Early Help Assessments
- 'Three Houses' Signs of Safety and Wellbeing
- NHS' 5 Ways to Wellbeing

## **Signposting**

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

## **Identifying Needs and Warning Signs**

All staff constantly monitor the health and wellbeing of children by considering a wide range of possible indicators including:

- Attendance and punctuality
- Relationships
- Approach to learning
- Physical indicators
- Behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

Staff will always take warning signs indicating a child is experiencing mental health or emotional wellbeing issues seriously. Staff will communicate their concerns to a DSL. These concerns will also be inputted into 'CPOMS' and follow up action will be taken by DSL(s).

Possible warning signs may include:

- Physical signs of harm
- Changes in eating / sleeping habits
- Becoming isolated or socially withdrawn from friends and family
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Secretive behaviour
- 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:

- Be sensitive in our approach
- Listen to parental concerns and act upon them
- Ensure that all parents are aware of who they can talk to, and how to access these members of staff, if they have concerns about their child
- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Make our mental health and emotional wellbeing policy easily accessible to parents
- Share ideas about how parents can support the positive mental health of their children

- Keep parents informed about the mental health topics their children are learning about in PSHE through our curriculum letters and share ideas for extending and exploring this learning at home

### **Working with Other Agencies and Partners**

As part of our targeted provision the school will work with other agencies to support children's mental health and emotional wellbeing including:

- Birmingham Children's Trust
- Compass
- Our Place
- The School Nurse Team;
- Educational psychology services;
- Behaviour support through COBS and/or Beacon Support Services;
- Counselling services;
- Forward Thinking Birmingham/STICK Team;
- Communication and Autism Team;
- Speech and Language Therapist;
- Pupil and School Support;

### **Training**

As a minimum, all staff will receive regular training focusing on recognising and responding to mental health issues as part of their child protection training, enabling them to keep children safe.

On an annual basis all staff receive safeguarding training in order to keep up-to-date with all current issues. The Head Teachers and Deputy Head Teacher attend regular safeguarding updates delivered by Birmingham Local Authority.

Training opportunities for staff, who require more in depth knowledge, will be considered as needed and additional continuing professional development will be delivered throughout the year where it becomes appropriate due to developing situations with one or more child/children.

### **Staff Mental Health & Wellbeing**

It is recognised at Hollyfield Primary School that promoting staff health and emotional wellbeing should be an integral part of the whole school approach to mental health and wellbeing. Therefore, training and signposting to materials about mental health and emotional wellbeing will be made available for all staff. An open door policy to senior leadership is always made available if staff members are in need of speaking to someone about any issues of concern and a fully committed and supportive governing board. All staff, through briefings, are provided with regular

guidance as to how to manage their workload and support is available to address any issues with this.

An Emotional Health and Wellbeing file is available for on the staff shared area. This file contains informative advice about managing one's emotional wellbeing and where to go if additional support/advice is required. Supervision and appraisal will allow for mutual communication about personal health and emotional wellbeing if both parties feel this is deemed necessary.

**Date Approved by Governing Board:** 21<sup>st</sup> September 2022

**Date to be reviewed:** September 2023

**Support on all of these issues can be found at:**

Child and Adolescent Mental Health Services

Forward Thinking Birmingham

STICK Team Tel: 0300 300 0099 or email [bwc.stickfb@nhs.net](mailto:bwc.stickfb@nhs.net)

PAUSE (for young people under 25 years of age) Tel: 0300 300 0099

NSPCC

[www.nspcc.org.uk](http://www.nspcc.org.uk)

Young Minds

[www.youngminds.org](http://www.youngminds.org)

Mind

[www.mind.org.uk](http://www.mind.org.uk)

Anxiety UK

[www.anxietyuk.org](http://www.anxietyuk.org)

Self Harm

[www.selfharm.co.uk](http://www.selfharm.co.uk)

or National Self-Harm Network

[www.nshn.co.uk](http://www.nshn.co.uk)

Depression Alliance

[www.depressionalliance.org/information/what-depression](http://www.depressionalliance.org/information/what-depression)

Obsessive Compulsive Disorder

OCD UK

[www.ocduk.org/ocd](http://www.ocduk.org/ocd)

Forward Thinking Birmingham

[www.forwardthinkingbirmingham.org.uk](http://www.forwardthinkingbirmingham.org.uk)

Childline

[www.childline.org.uk](http://www.childline.org.uk)

The following websites can also provide support:

[www.hopeagain.org.uk](http://www.hopeagain.org.uk)

[www.nopanic.org.uk/no-panic-youth-hub](http://www.nopanic.org.uk/no-panic-youth-hub)

[www.literacytrust.org.uk/family-zone/9-12/book-hopes](http://www.literacytrust.org.uk/family-zone/9-12/book-hopes)

[www.gonoodle.com](http://www.gonoodle.com)