



ALMOND HILL JUNIOR SCHOOL
GOVERNING BODY

MENTAL HEALTH AND
EMOTIONAL WELLBEING
POLICY

Full Governing Body	March 22
Date for Review	March 23

ALMOND HILL JUNIOR SCHOOL

Policy for Emotional Well Being and Mental Health

At Almond Hill Junior School, we want all of our pupils to 'Aim High' to achieve their academic potential and develop their talents and grow socially and emotionally into healthy well beings.

We want our children to be confident to grow as individuals to pursue their ambitions and experience the opportunities the wider world has to offer.

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood. The Department for Education recognises that, in order to help their pupils to succeed: schools have a role to play in supporting them to be resilient and mentally healthy.

"Mental health is 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." (World Health Organization 2014)

Intent

At Almond Hill it is our *intent* to promote positive mental health for every member of our staff, pupils and wider community. We want our community to be able to work productively in order to thrive and achieve their potential in an environment where individuals feel able to ask for and offer support. It is our intention to provide a community environment that is kind, caring and understanding and where it is OK not to be OK and know that.

At Almond Hill we want to

- Promote positive mental health in all staff, pupils and members of our community.
- Help members of our community feel good and experience positive emotions e.g. feeling happy/content.
- Promote positive relationships and social links.
- Increase understanding and awareness of common mental health difficulties and alert staff to early warning signs of mental ill health.
- Provide support to staff working with pupils with mental health issues.
- Provide support for pupils suffering mental ill health and their peers and carers.

This policy describes our school's approach to promoting positive mental health and well-being. This policy should be read in conjunction with our Supporting Pupils with Medical Conditions policy in cases where a pupil's mental health overlaps or is linked to a medical issue and our SEND policy where a pupil has an identified special educational need or disability. There may also be links with other school policies e.g. Safeguarding policies or Appraisal for example.

Lead members of Staff:

All staff have responsibility to promote the mental health and well-being of pupils and members of our community.

Staff with specific responsibility:

Mrs E Fordham: Wellbeing Lead, Pupil Premium Lead, Designated Teacher for Child Protection, Children Looked After Lead and Designated Senior Person (DSP)

Mrs K Brocklehurst - Deputy Designated Senior Person

Mrs S Birchall: SENCO, Deputy Designated Senior Person

Mrs L Barham and Miss R Porter : Mental Health Leads

Mrs G Burgess: Pastoral Support Staff Lead, Deputy Designated Senior Person

Mrs D Cawthorn: Lead First Aider

Miss L Andrews: PSHE Subject Lead

Well-being representatives*: Mrs H Salam Khan, Mrs R Bell, Miss K Standley, Mrs L Barham

*Representatives are subject to change.

If any member of staff is concerned about the mental health or well-being of a pupil, they should speak to the Head, Deputy Head or Mental Health lead. If there is a safeguarding concern, then normal child protection procedures will be followed as will procedures for a medical emergency alerting lead first aider and contacting emergency services as necessary.

Where referral to an external agency is appropriate this will be managed by the SENCO in liaison with mental health lead.

Identification of Mental Ill Health

It is recognised that school staff are not trained medical professionals with qualifications to diagnose mental ill health. However, there may be signs that present which may indicate that a pupil or member of staff is experiencing mental health or emotional well-being issues. Warning signs will always be taken seriously and reported immediately to the Head /Deputy Head and/or Mental Health Lead.

Possible signs may include:

- Signs of physical harm that are repeated and appear non accidental
- Changes in behaviours/presentation/clothing
- Changes in activity/mood
- Changes in learning behaviour
- Talking about self -harm/suicide
- Secretive behaviour
- Lateness or absence
- Previous reference to pain or feeling unwell with no evident cause

A pupil may choose to disclose concerns about themselves to a peer or adult. In cases of disclosure a Cause for Concern form should be completed.

Individual Plans

An Individual Health Care Plan will be drawn up for pupils causing concern who receive a diagnosis relating to their mental health. This will be drawn up with parents/carers/ pupil and relevant medical professional with the mental health lead and Head teacher. *

Plans will include: details of pupil's condition, specific requirements and precautions, medication and side effects, what to do/contact in emergency, general relevant information.

Teaching about mental health

Our PSHE curriculum supports the development of pupil skills and knowledge to keep themselves mentally safe and healthy. The curriculum structure of our PSHE curriculum will be adapted to meet the contextual needs of our school community and specific cohorts. Our curriculum has been revised following the PSHE Association guidance and statutory RSE DfES requirements (from September 2020) and is implemented from January 2020.

Signposting

We will ensure that our community is aware of resources within school and the community. The Mental Health Lead (Louise Barham) holds reference materials that staff may access for further information.

The school is developing an area of our website to support this aim.

We will keep parents abreast of our policy development and invite them to take part in development and review

We will

- Invite parents to meet with relevant staff to discuss any support the school may be able to offer
- Signpost information to parents of who they can talk to
- Publish this policy on our website

- Publish long term plans for PSHE and keep parents informed of the subject matter being taught in school so parents/carers can follow up at home

Overview of provision for mental health and well being

Whole School (wellbeing)	Curriculum School Policy	Pupil voice Government/School Council Pupil view Friendship Room/Playground Friendship Mentors PSHE lessons PE lessons Golden Mile Online e- Safety lessons Review of Attendance and Punctuality meetings (RAP) Well- being website page Mindfulness activities Year 5 and 6 resilience
Whole school (mental health)	Curriculum School Policy Multi Agency links	PSHE lessons Outside agencies e.g. NSPCC workshop Early Help Module
Individual (wellbeing)	School Policy Multi Agency One-page profile/Individual Education Plans IEPs/Education Health Care Plans EHCP Health Care Plan	Resilience Gardening S&D questionnaire Mindfulness Club Dog club
Individual (mental health)	Child in need / child protection Health Care Plans EHCP Health Care Plan	Protective Behaviour Educational Psychologist/ CAMHs/Step 2 /Nessie / Young Carer DSPL Tier outreach referral Family Worker Risk Reduction plan/anxiety mapping/Roots and Shoots

Staff

At Almond Hill Junior School, we want to feel as adults as we aim for our children to feel - adults who feel happy, motivated, confident, safe and listened to.

To achieve this, we will:

Promote staff mental health and well- being as an integral part of our whole school approach. This policy will form part of staff induction.

Recognise and support staff through times of difficulty (either in school or outside) and promote an environment for staff to raise concerns without fear of judgement.

Provide staff with the tools they need to support their mental health on the wellbeing display and through the flowchart (see appendix 1)

Foster a positive approach, good work life balance and coping strategies/resilience to meet children's needs in a caring and compassionate way and to be able to recognise their own needs and access support when required.

This may be seen in the following ways:

- Promoting a glass 'half full' attitude.
- Being kind to one another – smiling, saying hello as we pass in the corridor. A short conversation can identify issues, alleviate worries and boost spirit.
- Well-being part of weekly staff meeting agenda for general issues to be notified and to celebrate achievement
- Recognising work efforts - personal comment from senior leaders. Head report to Governors/Newsletters.
- Head half termly 'well-being' working party meetings with representative from staff groups.
- Senior staff offer weekly individual supervision meetings open to all staff. These meetings are on different days at different times to make them more accessible; alternative times are available with the Head Teacher.
- Monthly 'reminders' at the start of each month are circulated to staff so they have reasonable notice for deadlines. Weekly meetings are held to support effective communication.
- Well-being reference as part of appraisal and appraisal review.
- Staff are aware that they are not expected to respond to e-mails during evening/weekend/holidays unless marked as urgent.
- The school has a staff 'WhatsApp' group for social communication.
- There is a staff 'celebration board' in the staff room
- School 'Values'.
- Governors have agreed to authorise all members of staff one paid full day or 2 half day 'well-being' day during term time.
- Governor termly agenda item – referenced in external professional visits (e.g. HIP)

Monitoring

This policy will be referenced at staff well-being meetings and at termly governor meeting. The policy will be reviewed annually.

Appendix 1

