



LYDIARD MILLICENT CE PRIMARY & RIDGEWAY FARM CE ACADEMY

Mental Health and Wellbeing Policy

POLICY STATEMENT

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 Organisation)

Our vision is for all children to believe in themselves and develop a love of lifelong learning as we grow together as part of God's family. This is our Christian school vision at Lydiard Millicent CE Primary & Ridgeway Farm CE Academy which together with our core 12 Christian Values shapes everything we do in our school community; every single one of us, even as small seeds, will grow into mighty trees, without exception or exclusion.

At Lydiard Millicent CE Primary & Ridgeway Farm CE Academy, we are committed to supporting the mental health and wellbeing of our pupils and staff. 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.

At our school we:

- ✓ Provide a nurturing, safe and supportive environment with clear expectations for behaviour
- ✓ Help children to understand and manage their emotions and feelings
- ✓ Help children feel comfortable sharing any concerns or worries
- ✓ Help children to form and maintain relationships
- ✓ Foster self-esteem and self-worth, 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
- ✓ Provide a structured approach to education about relationships, sex and health
- ✓ Support parents as partners in their child's learning and development

The Importance of Mental Health and Wellbeing

Recent research by the mental health foundation has shown that mental health problems affect about 1 in 10 children and young people. Statistics show that 70% of children who experience a mental health problem have not had support at an early age or the opportunity to build and develop their resilience. As a school, we recognise the need to ensure mental health problems are identified early and appropriate support is provided.

This policy 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. It should be read in conjunction with our **SEND Policy** where a pupil has an identified special educational need; our **Safeguarding Policy**; and **Behaviour Management Policy**.



At Lydiard Millicent CE Primary & Ridgeway Farm CE Academy, we aim to promote positive mental health and wellbeing of every member of our school community and recognise how important mental health and wellbeing is to our lives, as is physical health. We recognise that children's mental health and overall wellbeing can affect their learning and achievement.

A key aspect of our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- ✓ All children are valued as unique individuals
- ✓ Children have a sense of belonging and feel safe
- ✓ Children feel able to talk openly with trusted adults about their problems without feeling any stigma
- ✓ Positive mental health is promoted and valued
- ✓ Bullying is not tolerated
- ✓ Parents are supported and can access help.

Policy Aims

The policy aims to:

- ✓ Promote positive mental health and wellbeing of all staff and children
- ✓ Promote an open culture which increases understanding and awareness of common mental health issues
- ✓ Provide support to staff in the workplace
- ✓ Provide support to staff working with children with mental health issues
- ✓ Provide support to children suffering from mental health and their peers and parents.

Definition of Wellbeing

'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 her or his community. Mental health includes our emotional, psychological and social wellbeing. It affects how we think, feel and act.' (World Health Organisation)

Mental health and well-being is not just the absence of mental health problems. We want all children to:

- ✓ Be effective and successful learners
- ✓ Make and sustain friendships
- ✓ Deal with and resolve conflict effectively and fairly
- ✓ Solve problems with others for themselves
- ✓ Manage strong feelings such as frustration, anger and anxiety
- ✓ Be able to promote calm, optimistic states that support the achievement of goals
- ✓ Recover from setbacks and persist in the face of the difficulties



Believe ~ Learn ~ Grow



- ✓ Work and play co-operatively
- ✓ Compete fairly and win and lose with dignity and respect for other competitors
- ✓ Recognise and stand up for their rights and the rights of others
- ✓ Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.



Taking a Whole School Approach

We take a **whole school approach** to effective practice and provision is in place that promotes the emotional wellbeing and mental health of both staff and pupils. This is achieved by:

- ✓ Creating an ethos, policies and behaviours that support mental health and resilience and which everyone understands.
- ✓ Helping children to develop social relationships support each other and seek help when they need it.
- ✓ Helping children be resilient learners.
- ✓ Teaching children social and emotional skills and an awareness of mental health.
- ✓ Early identification of children who have mental health needs and planning to support their needs, including working with specialist services.
- ✓ Effectively working with parents and others.
- ✓ Supporting and training staff to develop their skills and own resilience.
- ✓ Developing an open culture that encourages discussion and understanding of mental health awareness.

We promote a mentally healthy environment through:

- ✓ Promoting our core Christian 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 self-worth through taking responsibility for themselves and others
- ✓ Providing opportunities to reflect.
- ✓ Access to appropriate support that meets their needs.
- ✓ Creating a whole school community that upholds kindness, values difference and challenges exclusion.

Curriculum and Nurture Provision

Positive wellbeing is promoted through the curriculum and all school activities. Through a carefully planned approach to PSHE & Citizenship our pupils are helped to acquire the knowledge and develop the skills and understanding they need to lead confident, healthy, independent lives, and to become resilient, informed and responsible citizens. Specific themes that promote positive emotional health and wellbeing include:

Key Stage One	
<p>It's Not Fair</p> <ul style="list-style-type: none"> • Recognising what is fair and unfair, kind and unkind, what is right and wrong • Sharing opinions and explaining views • Offering constructive support and feedback to others • Listening to other people, and play and work co-operatively (including strategies to resolve simple arguments through negotiation) • Identify and respect the differences and similarities between people • Resisting peer pressure • Accepting the unfamiliar 	<p>Knowing Myself</p> <ul style="list-style-type: none"> • The uniqueness of me • Developing confidence & self-awareness • Communicating and managing feelings – both good and bad (vocabulary to describe their feelings to others and simple strategies for managing feelings) • Change and loss and associated feelings (moving home, losing toys, pets or friends)
Years 3/4	
<p>Going for Goals</p> <ul style="list-style-type: none"> • Knowing myself – my personal qualities, attitudes, skills, attributes and achievements, motivation and self-awareness 	<p>Taking Part</p> <ul style="list-style-type: none"> • Developing communication and participation skills • Team working



<ul style="list-style-type: none"> • Me as a learner – what can I do even better? • Problem solving; critical thinking and decision making • Responsibility • Understanding and valuing difference 	<ul style="list-style-type: none"> • Choices and consequences • Different perspectives - listening and responding respectfully to a wide range of people; caring about other people’s feeling. • Raising concerns • Strategies to resolve disputes and conflict through negotiation and appropriate compromise
Years 5/6	
<p>Going for Goals</p> <ul style="list-style-type: none"> • Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals • Working collaboratively towards shared goals • Using power in a variety of contexts including persuasion, bullying, negotiation and ‘win’-‘win’ outcomes • Understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly • Developing a sense of social equality to accept difference (Link to Safety Week) 	<p>Moving On</p> <ul style="list-style-type: none"> • Change and transition • Recognise their increasing independence brings increased responsibility to keep themselves and others safe • Exploring feelings • Managing change • Enhancing self-esteem • Building confidence

In addition, whole school approaches such as assemblies and circle time sessions are used to further develop the pupils’ knowledge of strategies. For example, peaceful problem solving is taught in circle time sessions to help pupils learn to control and manage feelings when there are disputes on the playground. Whole school events are held including Time to Talk Day in February, Mental Health Awareness Week in May, World Mental Health Day in October, and Anti-bullying Week in November. During these events, the focus is on mindfulness and resilience and the purpose is it to teach the pupils’ strategies for dealing with anxiety and coping with changes. Children will have the opportunity to raise difficult issues and as a result these will be acted on and a debrief provided. A Sport & Health Week is held annually in June.

When pupils require additional support for social, emotional and/or mental health, our trained ELSA provides nurture and ELSA sessions that are personalised to individual needs.

Where there is a need for more specialised, targeted approaches that support vulnerable children, the SENCO or SLT will make a referral to outside organisations such as CAMHs.

Identifying Needs and Warning Signs

As a school, we want to ensure that we have clear systems and processes in place for early intervention and identification of mental health problems, and that referrals to experienced skilled professionals are made. Staff know pupils well and are on the constant look out for any signs that children are upset, appear anxious or worried, or are acting ‘out of character’. Negative experiences and distressing life events can affect mental health in a way that brings about changes in a child’s behaviour or emotional state. This can include:

- ✓ Emotional state (fearful, withdrawn, low self-esteem)
- ✓ Behaviour (aggressive or oppositional; habitual body rocking)
- ✓ Interpersonal behaviours (indiscriminate contact or affection seeking; overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).

These warning signs will always be taken seriously and staff will discuss their concerns with the Designated Safeguarding Lead or the Inclusion manager.



Certain individuals and groups are more at risk of developing mental health problems than others. These risks can relate to the child, to their family, or to their community or life events. These risk factors, taken from ***Mental Health and Behaviour in Schools***, November 2018, are listed on the following pages:

Risk and protective factors that are believed to be associated with mental health outcomes

	RISK FACTORS	PROTECTIVE FACTORS
In the child	<ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem 	<ul style="list-style-type: none"> • Secure attachment experience Outgoing temperament as an infant Good communication skills, sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child’s changing needs • Physical, sexual, emotional abuse, or neglect • Parental psychiatric illness Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord
In the school	<ul style="list-style-type: none"> • Bullying including online (cyber) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Peer on peer abuse • Poor pupil to teacher/school staff relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • Staff behaviour policy (also known as code of conduct) • ‘Open door’ policy for children to raise problems • A whole-school approach to promoting good mental health • Good pupil to teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective safeguarding and Child Protection policies. • An effective early help process • Understand their role in and be part of effective multi-agency working • Appropriate procedures to ensure staff are confident to can raise concerns about policies and processes, and know they will be dealt with fairly and effectively
In the community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness 	<ul style="list-style-type: none"> • Wider supportive network • Good housing



	<ul style="list-style-type: none"> • Disaster, accidents, war or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events 	<ul style="list-style-type: none"> • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities
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Early intervention to identify issues and provide effective support is crucial. The school’s role in supporting and promoting positive mental health and wellbeing can be summarised as:

- **Prevention:** Creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping children to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this through our ethos and other school activities.
- **Identification:** Recognising emerging issues as early and accurately as possible.
- **Early support:** Helping children to access evidence based early support and interventions.
- **Access to specialist support:** Working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

Pastoral Organisation for Staff and Staff Wellbeing

Pastoral support for all members of the school community is fundamental to the aims and philosophy of Lydiard Millicent CE Primary & Ridgeway Farm CE Academy. We believe that a well-supported, valued staff team with a clear and shared purpose are best placed to provide emotional wellbeing for children in their care.

We have a named Governor for mental health and wellbeing, and a group of members of the community who meet to support the school’s work around mental health and emotional wellbeing.

To ensure staff wellbeing, these principles are followed:

- ✓ Leaders act as positive role models
- ✓ Senior Leaders and Wellbeing Ambassadors ensure that the school environment promotes staff wellbeing
- ✓ Decision making processes are understood and supported by staff
- ✓ Opportunities are provided for staff to socialise and relax with each other
- ✓ New staff are supported with an appropriate level of induction
- ✓ Leaders promote an open listening culture that responds quickly to problems
- ✓ Maintenance of quality staff facilities and accommodation
- ✓ The regular and systematic monitoring of staff absences
- ✓ Access to LA confidential counselling and support services.



Working in Partnership with Parents

At Lydiard Millicent CE Primary & Ridgeway Farm CE Academy, we understand and value the need to work closely with parents to ensure that the school's health initiatives meet the needs of our pupils. We value the important contribution made by parents and appreciate the need to proactively engage parents and families in the health of the children. We seek to establish and maintain strong partnerships with families, outside agencies and the wider community to promote consistent support for children's health and wellbeing.

To support parents, we will:

- ✓ Highlight sources of information and support about mental health and emotional wellbeing on our school website.
- ✓ Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their child.
- ✓ Make our Mental Health and Wellbeing Policy easily accessible to parents.
- ✓ Share ideas about how parents can support positive mental health in their children.
- ✓ 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.

Working with Other Agencies and Partners

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

- ✓ The school nurse
- ✓ Educational Psychology services
- ✓ Behaviour support services
- ✓ Paediatricians
- ✓ CAMHS (child and adolescent mental health service).

Training

We are committed to high quality, ongoing professional development on emotional wellbeing and mental health. All staff will receive regular training linked to recognising and responding to mental health issues. Specific issues will be covered through specialist training where it becomes appropriate due to developing situations with a child/ren or member of staff.

Policy Development and Review

This policy was written in consultation with staff, pupils, parents, governors and professionals involved in mental health and wellbeing. Key stakeholders involved at the time in the school's work in this area will review it.