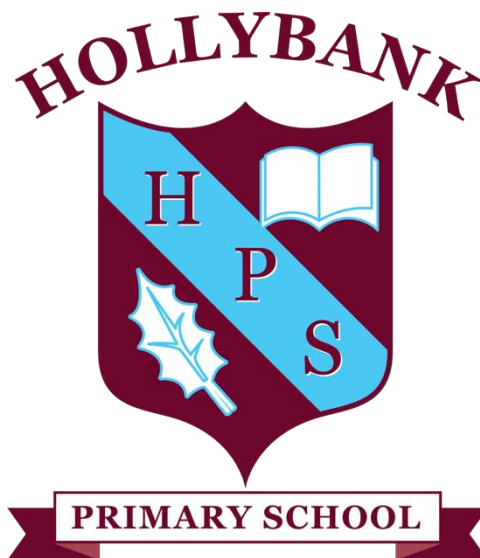


# HOLLYBANK PRIMARY SCHOOL

## MENTAL HEALTH AND WELLBEING POLICY



*Engage, Empower, Excel*

### 2020

Date of Next Policy Review	August 2021
Name of Person Responsible for Policy	L Brett
Issued to	Staff, Parents and Governors
Date of Issue	August 2020

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

### Policy Statement

At Hollybank Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos, with our positive behaviour approach summarised as 'READY, RESPECTFUL, SAFE', where each individual and contribution is valued.

At our school we believe that focusing on Mental health and Wellbeing will help foster a happy school environment for staff and pupils, prepare students to be citizens of tomorrow with sound characters and values, all of which will support the promotion of effective learning.

At our school we:

- ⇒ teach children to name and manage their emotions and feelings better
- ⇒ provide an environment where children feel comfortable sharing any concerns or worries
- ⇒ build effective and warm relationships
- ⇒ accept emotion and vulnerability
- ⇒ celebrate difference
- ⇒ promote self esteem
- ⇒ help children to develop emotional resilience and to manage setbacks.

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 progress and 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:

- ⇒ Whole school thinking
- ⇒ Community engagement
- ⇒ Staff training and development opportunities
- ⇒ Three tier map of approaches and interventions
- ⇒ Close links with our Positive Behaviour Policy: Ready, Respectful, Safe

## Scope

This policy should be read in conjunction with a number of other Hollybank Policies:

- ⇒ Positive Behaviour Policy
- ⇒ Anti-Bullying Policy
- ⇒ SEND Policy
- ⇒ Safeguarding and Child Protection Policy
- ⇒ Medicines Policy

## Lead Members of Staff

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

Naomi Culbert - Designated Teacher For Child Protection  
Lynsey Brett – Deputy Designated Teacher For Child Protection  
Nora Mclwain- SENCO  
Ashley Martin- Lead for Staff Wellbeing Committee

## Teaching about Mental Health

**Step 1: Pastoral Lessons: All classes are taught to recognise and manage their emotions, alongside programmes to teach resilience, positive mindset and how to foster positive relationships. This includes:**

- ⇒ Meet and Greet
- ⇒ Zones of Regulation
- ⇒ Daily Mindfulness
- ⇒ Brain Breaks
- ⇒ PATHS lessons
- ⇒ Fresh Little Minds Programme
- ⇒ Healthy Me Programme
- ⇒ Mindroom Programme
- ⇒ Calm Connect
- ⇒ Heads Up Kids' Programme

## Targeted Interventions:

### **Step 2:**

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

- ⇒ Resilience Programme
- ⇒ Lego Therapy
- ⇒ Art Therapy
- ⇒ Adult Mentoring
- ⇒ Peer Mentoring
- ⇒ My Hidden Chimp Programme

## Targeted Support

Should a child continue to need support after intervention, a number of agencies can be contacted, including:

- ⇒ Behaviour Support Service
- ⇒ Child and Adolescent Mental Health Services
- ⇒ Educational Psychology
- ⇒ Family Liaison Link
- ⇒ Family Hub

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

- ⇒ PASS
- ⇒ Strengths and Difficulties Questionnaire
- ⇒ The Boxall Profile
- ⇒ Emotional literacy scales
- ⇒ Self Regulation Data Questionnaire (Zones Of Regulation)

### Signposting

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

### Identifying needs and Warning Signs

Staff can raise a concern at any time with a member of SMT and in addition PASS scores are analysed annually in October to identify children who may require additional support. All staff are then consulted regarding a range of possible difficulties including:

- ⇒ Attendance
- ⇒ Punctuality
- ⇒ Relationships
- ⇒ Approach to learning
- ⇒ Physical indicators
- ⇒ Negative behaviour patterns
- ⇒ Family circumstances
- ⇒ Recent bereavement
- ⇒ Health indicators

School staff may also become aware of warning signs which indicate a student 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 Designated Teacher For Child Protection.

Possible warning signs include:

- x Changes in eating / sleeping habits
- x Becoming socially withdrawn
- x Changes in activity and mood
- x Talking or joking about self-harm or suicide
- x Expressing feelings of failure, uselessness or loss of hope
- x Repeated physical pain or nausea with no evident cause
- x An increase in lateness or absenteeism

## Working with Parents

In order to support parents we will:

- ⇒ Highlight sources of information and support about mental health and emotional wellbeing on our school website and Seesaw
- ⇒ Share and allow parents to access sources of further support e.g. through parent forums.
- ⇒ Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- ⇒ Make our Emotional Wellbeing and Mental Health 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.

## 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 students safe.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

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 pupils.

## SUPPORTING POSITIVE TRANSITIONS AFTER COVID 19

After the pandemic it will be more vital than ever to ensure every member of th Hollybank family feels secure and supported returning to school. This policy will underpin daily life with four clear aims:

- ⇒ Managing feelings and emotions
- ⇒ Creating consistent structure and routine
- ⇒ Rebuilding relationships and fostering a sense of belonging
- ⇒ Ensuring a calm environment

This will be supported by additional online training for staff in:

- ⇒ ACES
- ⇒ Trauma responses: Fight, Flight, Freeze, Flop
- ⇒ Four Rs: realise, recognise, resist re-traumatisation and respond
- ⇒ The Three Tier Hollybank Approach