



# **WINSLOW CHURCH OF ENGLAND SCHOOL**

## **Mental Health and Wellbeing Policy**

**Approved by:** D Shaw **Date:** 15 October 2020

**Last reviewed on:** September 2021

**Next review due by:** September 2022

## Mental Health and Wellbeing Policy

***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)

At Winslow Church of England School, our vision is 'Let your light shine'. Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to 'let their light shine' in a loving and inclusive community.

At Winslow Church of England School, we aim to promote positive mental health for every child, parent / carer and staff. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at identified vulnerable pupils and families.

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.
- 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.

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- Feel confident in themselves.
- Be able to express a range of emotions appropriately.
- Be able to make and maintain positive relationships with others.
- Cope with the stresses of everyday life.
- Manage times of stress and be able to deal with change.

- Learn and achieve.

## **AIMS:**

### **General:**

- Happier and more motivated pupils and staff who get more out of life

### **Teaching and Learning:**

- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn better
- Improved standards in all subjects, including literacy and numeracy
- Improved attainment
- More effective teaching
- Parents and carers more involved in school life and learning

### **Behaviour and Attendance**

- Pupils with high self-esteem and confidence
- Pupils who have a say in what happens at school
- Fewer disaffected pupils, disengaged from learning
- Improved behaviour and attendance
- Less bullying

### **Staff Confidence and Development**

- Improved morale
- Lower absenteeism
- Positive and effective relationships with pupils

## **PROMOTING EMOTIONAL WELLBEING:**

### **The Environment and Curriculum**

- Winslow Church of England School's ethos and staff actively promote emotional wellbeing; we recognise that happier pupils are more successful learners and responsible individuals. We also recognise the responsibility that education has in the development and enhancement of emotional wellbeing

- We embrace and encourage discussions surrounding emotional health and wellbeing and designated spaces are available for 1:1 work or any group intervention and therapeutic based work
- The Emotional Health and Wellbeing Team and policy provide information about support that is available in the community for pupils, staff and parents. Pupil wellbeing is also enhanced through the use of targeted curriculum programs designed to enhance social and emotional learning such as PSHE
- We also actively recognise and praise pupils positive behaviours and achievements, which is modelled by all staff and recognised through the appraisal system and school behaviour policy

### **Supporting Pupils:**

In order to support pupils we will offer:

#### **Universal Support:**

- Provide/build in opportunities for children to talk about their experiences and feelings – if concerns refer to DSL/MHW team. We know the children well so can pick up if they are not their normal selves
- Provide 'Nurture Nooks' in classrooms as safe/time out places
- All Classroom environments to be low stimulus
- We will build in frequent sensory breaks
- We will use of Zones of Regulation to support children in understanding their emotions
- We will use Growth Mindset to build self-esteem and confidence
- PSHE will focus on differences, change, emotional wellbeing and mindfulness

#### **Focused Support:**

- Staff aware of children's Covid experiences, school register used to highlight any difficulties/trauma. Appropriate support put in place.
- Mental health hub in school
- Ring-fenced whole-class reading sessions – focussed conversations on vocabulary and emotional literacy using books about perseverance, resilience and mindfulness
- Acknowledge children who need respite from 'work' and need extra space i.e. time out to read and relax
- Where teachers feel it is appropriate for whole-class 'down-time' then provide children with mindfulness activities and activities in outdoor space (see timetables)
- Year 6 Peer Mentors trained to support younger children by Bucks MIND.

#### **Targeted Support:**

- For children with higher need develop a wellbeing plan that is regularly reviewed and shared with everyone

- Nurture interventions for vulnerable children (Calming Cat etc)
- Timetabled contact with MHT for identified pupils
- Educational Mental Health Practitioner in based school
- Bereavement support for those children/families identified
- Young Carers for KS2 children run weekly by Mrs Heal
- Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with social worker and other external bodies – through DSL.
- Referrals to external agencies will be made where concerns have been identified to gain support for resilience, mental health and wellbeing, including anxiety, bereavement and sleep issues

### **Working with Parents and Carers**

In order to support parents we will:

- Highlight sources of information and support about common mental health issues on our school website
  - Ensure that all parents are aware of who they can talk to, and how to get the support they need if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular review meetings
- 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.

### **Supporting Staff:**

The school enhances staff wellbeing, motivation, learning and professional development through:

- Staff encouraged to support each other and actively listen to each other and be kind to themselves and one another.
- All staff have a line manager or other trusted senior member of staff to go to to voice concerns
- Curricular planning time within the school week
- Whole school training events, including Safeguarding
- Access to appropriate external training
- All staff involved in decision making and proposed change e.g. timing of the school day, frequency of reporting to parents and so on.
- Provision of non-contact time to allow for planning, delivery and evaluation of healthy school activities

- Consultation on training and support needs through regular review

## REPORTING CONCERNS

**The mental health and wellbeing of pupils is the responsibility of all staff members.**

Any member of staff who is concerned about the mental health or wellbeing of a child should complete an Emotional Wellbeing Referral form and speak to Mrs Rigby or Mrs Heal in the first instance. If there is a fear that the child is in danger of immediate harm then the normal safeguarding procedures should be followed with an immediate referral to the safeguarding lead staff, Mrs Colmer and Mrs Thomas. Where a referral to CAMHS is appropriate, this will be led and managed by Mrs Rigby.

### Lead Members of Staff:

Designated Safeguarding Leads: Mrs Colmer and Mrs Thomas

Designated Mental Health and Wellbeing Lead and SENDCo: Mrs Rigby

Designated Pastoral Lead: Mrs Heal

Designated PHSE Lead: Mrs Hill

## Appendix A

### Emotional Wellbeing Referral (School)

Name of Pupil	
Year Group	
Class	
Staff Making Referral	
Date of Referral	
Reason for Referral	
Action taken	

Signed	