



Pupil Mental Health and Wellbeing Policy

| | |
|---------------------------------------|-----------------------|
| PERSON RESPONSIBLE FOR POLICY: | ANDREA NUTTALL |
| APPROVED: GOVERNING BODY | DATE: |
| SIGNED: | ROLE: |
| TO BE REVIEWED: | NOVEMBER 2022 |



Lincoln Gardens Primary School Mental Health and Wellbeing Policy

What is positive mental health and wellbeing?

Just as we all have physical health that varies from person to person and from time to time, we all have mental health which fluctuates.

Policy Statement

At Lincoln Gardens Primary School it is our vision that all children are entitled to develop to their fullest potential academically, socially, emotionally and into healthy well beings, enabling each child to grow in confidence and be able to fully participate in everything that goes on in the wider community with confidence. This commitment extends to our staff and parents/carers.

At Lincoln Gardens Primary School we value our stakeholders and believe that each plays an important part in contributing to our school vision and whole school curriculum intent.

Vision:

We love to **Learn** and every experience is a Learning opportunity

We **Grow** by unlocking our potential

We **Participate** fully in all aspects of school life

We **Succeed** through determination and effort

Curriculum Intent

Our curriculum is based on what we know is best for our pupils. Every pupil matters and all are afforded the opportunity to grow and succeed. Our curriculum is coherently planned to meet the unique & differing needs of all our learners; academically and personally. We strive to ensure our pupils deepen their knowledge and enhance their skills to progress and as a result are equipped for the next stage of their learning.

We are relentless in our pursuit to ensure pupils develop a passion for reading and acquire an ambitious, working vocabulary. A key factor of our curriculum design is to ensure pupils develop independence and resilience.

Commitment to our pupils is fulfilled through our high aspiration, passion and drive to ensure all our pupils participate in varied rich learning experiences within the school community and beyond.

The department for Education recognises that, in order to help their pupils 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)

At our school, we aim to promote positive mental health and wellbeing 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. 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.

To promote positive mental health and wellbeing Lincoln Gardens Primary School aims to:

- To develop a whole school approach for both pupils and staff so that all are resilient, motivated and engaged.
- To create an approach on the 8 key principles identified in ‘Promoting Children and Young people Emotional Health and Wellbeing’ (2015).

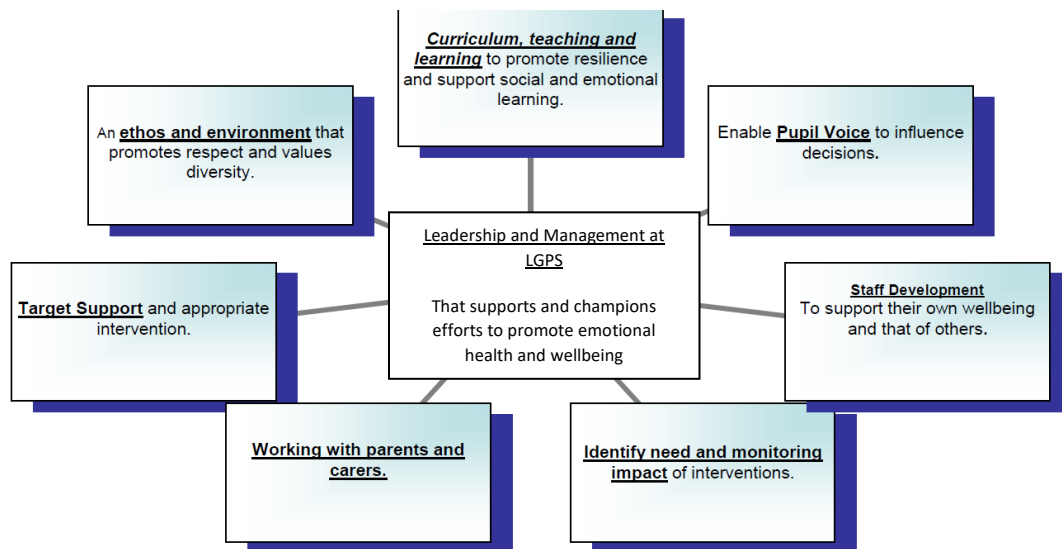


Figure 1. Eight principles to promoting a whole school and college approach to emotional health and wellbeing.

- To provide a holistic and multi- agency approach to support identified pupil needs.

The eight identified principles will underpin the approaches used to support the development and integration of wellbeing strategies within Lincoln Gardens Primary School. The policy and curriculum delivery will be tailored to promote the key aspects of improving mental health illness and wellbeing. It will focus on creating a socially, emotionally and

physical rich environment where key relationships can thrive, and children can feel secure in their learning. School based programmes which are linked to the curriculum will promote pupil voice through developing independence and choice making decisions. Staff will have access to training and signposting to approaches and resources that will support their own emotional health and wellbeing (see staff mental health and wellbeing policy) with an aim to foster teamwork. Clear identification, impact and outcomes measures will feed into school-based programmes and the target interventions that will be offered to pupils.

We promote a mentally healthy environment through:

- Promoting our school vision 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 worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to appropriate support that meets identified needs

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties.

Scope

This policy should be read in conjunction with our Medical policy and our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE policies. It should also sit alongside our child protection and safeguarding policy.

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of pupils, staff in the wellbeing team with a specific, relevant remit include:

- **Miss A Nuttall- Designated safeguarding lead and SST Wellbeing Champion**
- **Mr C Jackson – Deputy Designated safeguarding lead and SST Wellbeing Champion**
- **Mrs A Benson- SENDCO and SST Wellbeing Champion**
- **Miss Taylor-Greenwood- Mental Health and Wellbeing Lead**
- **Mrs C Fairburn- Inclusion Assistant and Wellbeing Champion**

- **Miss A Nuttall and Mrs C Fairburn- Mental Health First Aiders**

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our PSHE and RSE curriculum.

To facilitate pupils' learning in PSHE:

- A wide range of active teaching and learning methods are used to include many team games / role plays / card games / activities in the third person
- Information provided is realistic and relevant and reinforces positive social norms. It takes a positive approach that does not attempt to induce shock or guilt and focuses on what young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing
- It is always stressed however, that most importantly what they learn within the classroom, needs to be confidently applied out of school when students are ready / need to apply their learning

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

All staff are vigilant of potential mental health and wellbeing triggers within their class. Such triggers might include:

- 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 pupil 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 to the designated /deputy designated safeguarding lead or member of the wellbeing team as appropriate.

Possible warning signs include:

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

Any concerns passed onto a member of the wellbeing team will be assessed and a timely response based on need will be guaranteed. All identified pupils are discussed at the half termly vulnerable group meeting, attended by members of the wellbeing team.

Where a referral to CAMHS is appropriate, this will be led and managed by Mrs A Benson-SENDSCO.

Pupil Targeted support

| | Approaches | Examples |
|--------------------------------|-----------------------|--|
| Universal, whole school | Non-negotiables | Feelings Chart Daily reflective email 'This is us' discussion Daily learning behaviour winner Out of this world assembly Well-being Hub – whole class Well-being days Jigsaw Big Talk Education Signpost wellbeing sheet for pupils Class emails and use of TEAMS Effective deployment of wellbeing team Daily breathing techniques Morning Move-it Dedicated charity work |
| | Staff training | Staff meetings, INSET days and bespoke training |
| | Pupil voice | Class Champion meetings Regular pupil voice questionnaire |
| | Parent voice | Class email Parent questionnaire |

| | | |
|------------------------------|--|--|
| | | Professionals meetings |
| Specialised, targeted | | Well-being Hub – bespoke Pupil wellbeing plans Nurture and nurture room Creative Play Behaviour Support Counselling Services Play Therapist Delta Lego Therapy Modified bespoke curriculum CAHMS recommendations Bespoke mindfulness strategies |

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

- Strengths and Difficulties questionnaire
- The Boxall Profile

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
- Share and allow parents to access sources of further support e.g. through targeted work with members of the wellbeing team.
- 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.

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 team

- Paediatricians
- CAMHS (child and adolescent mental health service)
- Children's Services
- FASST workers
- Bespoke therapists

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.

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.