



**PACKWOOD HAUGH SCHOOL
(Including EYFS)**

MENTAL HEALTH AND WELLBEING POLICY

Authorised by the Governing Body: Yes Date: 9/10/2023
Produced by: Sue Rigby 01/09/2023
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Signed: <i>James Pitt</i> , Chair of Governors

At Packwood Haugh School we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that Children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events.

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 his or her community. (World Health Organisation)

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.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

Purpose of the Policy

This policy sets out:

- How we promote positive mental health.
- How we prevent mental health problems.
- How we identify and support children with mental health needs.

A whole school approach to promoting positive mental health

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise.

This encompasses the following aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience and which everyone understands.
2. Helping children to develop social relationships, support each other and seek help when they need it.
3. Helping children to be resilient learners.
4. Teaching children social and emotional skills and an awareness of mental health.

5. Early identification of children who have mental health needs and planning support to meet their needs, include working with specialist services.
6. Effectively working with parents and carers.
7. Supporting and training staff to develop their skills and their own resilience.

Staff roles and responsibilities

We believe that all staff have a responsibility to promote positive mental health and to look out for signs of mental ill health. Staff should ensure that children with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, as sense of worth and belonging and emotional literacy.

The DSL is the mental health lead in the school and there is a Mental Health Working Group made up of staff from EYFS through to Year 8, boarding staff, form tutors, both genders. This group will help provide support for staff and children and take the lead in supporting children, staff, parents and carers in need of support. When needed the DSL can make a referral to BeeU, CAMHS or Early Help for additional support.

The School Counsellor is available to see children whenever needed and there is a qualified counsellor as house parent who can support boarders when needed.

Supporting children's positive mental health

We believe that the School has a key role in promoting children's positive mental health and helping to prevent mental health problems. Our School has developed a range of strategies and approaches including:

- School buddy scheme
- School council
- Pupil led assemblies covering areas of mental health and wellbeing
- Transition programme from Packwood Acorns to Year 3
- Shadow support for new pupils in Years 3-8
- Work of the Week Awards, BSGS, certificates awarded in assemblies– to celebrate children's successes
- Worry boxes in the classroom to allow concerns to be voiced anonymously if someone wishes
- Awareness of mental health as part of the PSHE programme
- Support for pupils signposted around school
- Anti-bullying training through external sources and through the form tutor programme
- Social issues discussed through form tutor programme
- Resilience encouraged through teaching, sport and activities

Identifying, referring and supporting children with mental health needs

Our approach:

- Provide a safe environment to enable children to express themselves and be listened to.
- Ensure the welfare and safety of children are paramount.
- Identify appropriate support for children based on their needs.
- Involve parents and carers where their child needs support.
- Involve children in the care and support they have.
- Monitor, review and evaluate the support with children and keep parents and carers updated.
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Early identification

- Pass questionnaires and Social Difficulty Questionnaires
- Worry boxes
- Walk and talks with form tutors and pupils
- Regular meetings for staff to raise concerns.
- Staff can raise concerns via Wellbeing Manager on iSams.
- Parental meetings in EYFS.
- Gathering information from previous school at transfer.
- Regular and open contact with parents.
- Children able to raise concerns to any member of staff.

Signs of Mental Health Problems

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE/Games or get changed for PE/Games.
- Wearing long sleeves in hot weather.
- Drugs or alcohol misuse.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour, which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

If there is a concern that a pupil is in danger of immediate harm then the School's child protection procedures are followed. If there is a medical emergency then the School's procedures for medical emergencies are followed.

Disclosures by children and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to

children that the concern will be shared with the Mental Health Lead or the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.

Assessment, Interventions and Support

All concerns are reported to the Mental Health Lead and recorded. The Mental Health Lead then decides whether support can be provided internally through the School systems or School Counsellor or whether a referral to an external agency is required. Parents are kept informed at all times.

Support for friends

We recognise that when a pupil is experiencing mental health problems it can be challenging for their friends, who often want to help them but are not sure the best thing to do and can also be emotionally affected.

We will involve the pupil who is suffering and their parents and consider what is helpful for friends to know and what they should not be told, how they can best support, things they should avoid doing/saying which may inadvertently cause upset and warning signs that their friend needs help.

Working with Specialist services

Any pupil can be referred to an external agency such as BeeU, CAMHS or Early Help by the Mental Health Lead. If parents wish to seek private help then the Mental Health Lead will support them in that process.