



# Mental Health & Wellbeing Policy

## Policy Creation & Review

<b>Author(s)</b>	Sue Ferguson with contributions from a range of stakeholders including the: MHWB working party, Safeguarding Team, Healthy School Leads, Junior Governing Body & Wellbeing Governors.
<b>Last review date</b>	January 2024 <i>(added mental health support worker information)</i>
<b>Ratified by Governing Body</b>	March 2024
<b>Previous Review Dates</b>	March 2022 <i>(creation)</i>
<b>Next Review Date</b>	January 2027

Please note that this policy also pertains to practice in our Little Ellies Childcare. Therefore the term 'school' is used to cover both provisions.

# Ellen Wilkinson Primary School

## MENTAL HEALTH & WELLBEING POLICY

### 1. Statement

At EWPS, our vision is 'Learning to Grow and Succeed Together and our community wellbeing is central to this as it affects how we all relate, interact, learn and grow.

Our vision is underpinned by our community agreed values that ensures everyone has the right and the responsibility to be:

- Inspired and inspire others
- Respected and respect everyone
- Successful and help others to succeed
- Resilient and help others to develop resilience
- Heard and cared for

In order to achieve this, we are committed to promoting positive mental health and emotional wellbeing with all pupils, their families, members of staff and governors, and believe that this should be given the same importance as that attached to physical health. We know that everyone experiences life challenges that can make them vulnerable and at times, anyone may need additional support, therefore positive mental health is everybody's responsibility, and we all have a role to play.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement not only during their time with us but also as they progress into the next chapters of their lives. Therefore, we believe that EWPS needs to help children develop the protective factors which build resilience to mental health problems by providing a nurturing environment which:

- is welcoming, supportive and understanding
- develops self-esteem
- provides knowledge and positive experiences for overcoming adversity and building resilience.
- offers positive role models and relationships
- educates and empowers about mental health and wellbeing
- engenders a sense of belonging and community
- challenges intolerance and discrimination
- ensures everyone is valued, heard and has the opportunity to contribute
- enables everyone to fulfil their full potential.

We believe this can only be achieved if we are equally committed to supporting our staff, families and governors to help develop their own wellbeing and knowledge, promoting positive mental health and wellbeing and providing advice, support and guidance on how to do this.

In addition to promoting positive mental health and wellbeing, we understand that it is essential we recognise and respond to indications of poor mental health so that we can help reduce the stigma surrounding mental health issues, and help ensure access to additional support for those affected both directly and indirectly. We are committed to working proactively with partner agencies to achieve this.

### 2. Definitions

#### Mental Health is defined as:

We use the World Health Organisation's definition of mental health

***"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"***.

#### Wellbeing is defined as:

"Wellbeing is about feeling good and functioning well and comprises an individual's experience of their life; and a comparison of life circumstances with social norms and values. (Department of Health)

A resource for everyday life, not the objective of living. Health is a positive concept emphasising social and personal resources, as well as physical capacities." (World Health Organisation 2014)

#### Emotional Health is defined as;

Emotional health is about how we think and feel. It is about our sense of wellbeing, our ability to cope with life events and how we acknowledge our own emotions as well as those of others. <https://www.samaritans.org/how-we-can-help/schools/deal/deal-resources/emotional-health/emotional-health/>

### 3. Aims

- Ensure a shared commitment that emotional and mental health is given the same importance as physical health.
- Promote positive mental health and emotional wellbeing with all pupils, staff, families and governors
- Educate everyone in our community in ways ways to achieve this
- Increase understanding and awareness of common mental health issues and address stigma
- Empower everyone to identify and respond to early warning signs of mental ill health both within themselves and others
- Equip everyone with the knowledge of how and when to access support
- Ensure effective partnerships with other agencies to support this
- Develop and raise awareness of resilience building techniques
- Respond sensitively and appropriately if a critical incident takes place within the school community and have a contingency plan in place to enable this to happen.

Mental health and wellbeing are not just the absence of mental health problems. We want to support our children and all members of our community 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

These aims are achieved through a three tiered approach

1. Promote and maintain everyone's well-being
2. Teach emotional health and wellbeing through our curriculum
3. Targeted approach for mental health.

#### 4. Policy development

This policy was developed based on the eight principles highlighted in "Promoting children and young people's mental health and wellbeing - A whole school or college approach to promote emotional health and wellbeing in schools"

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1020249/Promoting\\_children\\_and\\_young\\_people\\_s\\_mental\\_health\\_and\\_wellbeing.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf)

Our policy has been written in consultation with stakeholders including:

- Pupils (through Class Councils and Junior Governing Body)
- Mental Health Working Party
- Healthy Schools Lead
- Parents
- Healthy Schools Link Governor
- Headteacher
- Partner agencies and support including Anna Freud & Newham CAMHS

#### 5. Roles and responsibilities

We believe that all staff have a responsibility to promote positive mental health, and to understand protective and risk factors for mental health (see Appendix 1), however key members of staff have specific roles to play.

##### 5.1 Specific roles

- **Senior Mental Health Lead (SMHL)** - leads and works with other staff to coordinate whole school activities to promote positive mental health and wellbeing.
- **Pastoral Staff**- provides school-based support & related intervention programs to all stakeholders. This is led by the Pastoral Care & Wellbeing Lead who also coordinates referrals for more targeted support.
- **SENCO** - helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems may mean they need special educational provision. Is the first point of contact with mental health services, and makes individual referrals to them.
- **Healthy School Leads** - leads on P/RSHE teaching including about mental health. Providing advice and support to staff and organises training.
- **Mental Health Practitioner (from Mental Health Support Team Worker)** - works with individuals and/or small groups as part of early intervention support.

- **Mental Health & Wellbeing Working Party** - comprises of representatives for different responsibility to areas & works with the SMHL to coordinate whole school activities to promote positive mental health and wellbeing.
- **Mental Health First Aiders** - support development of staff expertise to spot signs of mental ill health and also to offer first aid support, accessing emergency support if needed.
- **Safeguarding Team** - support, advice & referrals for staff & pupils.
- **Senior Leadership Team** - provide support and advice to staff, pupils and families.
- **Wellbeing Governors** - work with the Leadership of the school to evaluate and monitor the implementation of this policy and ensure mental health is maintained as a school priority.

## 5.2 All staff

All staff are expected to:

- Support the vision and values of the school
- Promote positive mental and emotional health and tackle any stigma related to mental illness
- Work in accordance with this and related policies
- Deliver and support the curriculum content agreed
- Use the established systems to raise any concerns
- Engage with CPD in relation to mental health and wellbeing including signs of possible mental illness, understanding protective and risk factors for mental health (see Appendix 1)
- Communicate with families and others in a supportive and professional way in line with the Code of Conduct
- Be mindful of their own and others mental health and wellbeing, seeking further support and advice if needed

In addition, specifically:

- If a member of staff is concerned about the mental health or wellbeing of a child in the first instance they should speak to any member of the Safeguarding Team.
- If there is a concern that the student is at high risk or in danger of immediate harm, the school's child protection procedures should be followed.
- If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

## 5.3 Parents, Carers and Families

We ask that parents, carers & families work with the school to ensure that their child is well supported and thriving. This includes making us aware of anything they feel may be adversely affecting their child's mental health and wellbeing so we can ensure appropriate provision and support is put into place if required.

## 5.4 Children

We ask children to support the values of the school and help others to also do so including following our 3 behaviour rules that were designed by our pupils.

- Follow instructions straight away
- Show good manners at all times
- Care for everyone and everything

Embodying our values includes children engaging with their learning related to mental health and helping others to do the same as well as speaking to a trusted other if they are worried or concerned about themselves or someone else.

## 6. Pupil Wellbeing

All children are entitled to develop to their fullest potential academically, socially, emotionally, enabling each child to grow in confidence and be able to fully participate in everything that goes on in the wider community with confidence. It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood.

Evidence suggests there are 5 steps you can take to improve your mental health and wellbeing and it is these that we use to inform our whole school approach.

## 6.1 Support and intervention - whole school approach

<p style="text-align: center;"><b><u>CONNECT</u> with other people</b></p> <ul style="list-style-type: none"> <li>● Emotional Health curriculum within PSHE</li> <li>● Wellbeing Wednesdays</li> <li>● Mental health assemblies</li> <li>● Pupil voice – communication skills</li> <li>● Emotional literacy skills</li> <li>● Teaching and learning approaches</li> <li>● Self-regulation strategies linked to behaviour management - language of choice</li> <li>● Educational visits and visitors</li> <li>● Year groups working together including Learning Fairs</li> <li>● Chill &amp; Chat (lunchtimes)</li> <li>● Peg a problem &amp; worry boxes</li> <li>● Buddy Bench</li> </ul>	<p style="text-align: center;"><b>Be physically <u>ACTIVE</u></b></p> <ul style="list-style-type: none"> <li>● PE curriculum</li> <li>● PSHE curriculum</li> <li>● After school clubs</li> <li>● Competitions</li> <li>● Bikeability</li> <li>● Travel Plan</li> <li>● Scooter lessons</li> <li>● Whole school sport events</li> </ul>
<p style="text-align: center;"><b><u>GIVE</u> to others</b></p> <ul style="list-style-type: none"> <li>● Assemblies</li> <li>● Class councils &amp; Junior Governing Body</li> <li>● Ambassadors</li> <li>● Eco Guardians</li> <li>● Sports Leaders</li> <li>● House Charities</li> <li>● Buddy Bench</li> <li>● Support for Beckton Foodbank</li> <li>● Support4Change</li> </ul>	<p style="text-align: center;"><b><u>LEARN</u> new skills</b></p> <p>This is something our children are doing every day by ensuring that we provide:</p> <ul style="list-style-type: none"> <li>● Broad and balanced curriculum</li> <li>● Carefully planned learning sequences</li> <li>● Opportunities to apply learning</li> <li>● Quarterly opportunities to share new learning with other year groups</li> </ul>
<p style="text-align: center;"><b><u>TAKE NOTICE</u> - Pay attention to the present moment (mindfulness)</b></p> <ul style="list-style-type: none"> <li>● Mindfulness technique at the start of all PSHE lessons</li> <li>● Meditation sessions taught through PSHE</li> <li>● How to care for me PSHE unit</li> <li>● Wellbeing Wednesdays</li> <li>● Chill &amp; Chat</li> <li>● Periods of reflection in daily assemblies</li> <li>● Maximising opportunities to work outside of the classroom &amp; engage with the natural world</li> </ul>	<p style="text-align: center;"><b>In addition .. transition</b></p> <p>Change is a part of life, and we use transition points to specifically teach preparation and coping strategies. Our transition programmes include:</p> <ul style="list-style-type: none"> <li>● Entry to nursery</li> <li>● Nursery to Reception</li> <li>● Reception to KS1</li> <li>● KS1 to KS2</li> <li>● Year 6 to secondary</li> <li>● Mid-phase admissions</li> <li>● Changing classes</li> </ul>

## 6.2 Support and intervention - targeted support

### 6.2.1 Early Identification

We aim to identify children with mental health needs as early as possible to prevent escalation. We do this in different ways including:

- Pupil questionnaires
- Gathering information from a previous school at transfer
- Induction meetings
- Home visits
- Staff reporting concerns about individual children because of possible warning signs including:
  - ◆ Changes in eating / sleeping habits
  - ◆ Becoming socially withdrawn
  - ◆ Changes in activity and mood
  - ◆ Talking or joking about self-harm or suicide
  - ◆ Expressing feelings of failure, uselessness, or loss of hope
  - ◆ Repeated physical pain or nausea with no evident cause
  - ◆ An increase in lateness or absenteeism
- Wellbeing Wednesdays contributions, whole class discussions about mental health & worry boxes in each class for children to raise concerns
- 'Peg a problem' which enables children to raise concerns to any member of staff
- Chill & Chat & Learning Mentor access

- Analysing behaviour, exclusions, visits to the medical room, attendance, safeguarding and records of behaviour (RoBs)
- Quarterly Pupil Progress meetings (where the above is also cross referenced with progress)
- Discussions with parents
- Enabling parents and carers to raise concerns to any member of staff.
- Liaison with partner agencies

We also recognise that some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness, those living in households experiencing domestic violence and those who experienced discrimination and intolerance. In these cases, additional preventative support may be put in place even if the child is not currently showing signs of distress.

### 6.2.2 Targeted Support -School Led

In many cases school led provision may be sufficient to help support a child who is showing early signs of anxiety, emotional distress, or behavioural problems. Options for tackling these difficulties are discussed with the child and their parents/carers so an appropriate approach is agreed.

Interventions that have proven to be effective include:

- Personal Educational Plan (PEP) for LAC
- EWPS behaviour plans / target books
- 1:1 support
- Intervention groups such as self-esteem, anger management and social skills
- Nurture Groups
- Lego Therapy
- Music Therapy
- Horse riding
- Support4Change (related to experiences of racial discrimination)

### 6.2.3 Targeted Support - Partners

Some children's needs may require more specialist advice and support. This may include working with the following partners

- CAMHS
- Occupational Therapy
- Educational Psychologist
- Place2Be
- Virtual School (Looked After Children)
- School nurse/Health Visitors
- Children & Young People Services including Early Help & Social Care
- Families First & Best Start in Life
- Headstart
- Peripatetic specialists (such as art and/or music)

### 6.2.4 Targeted Support - Individual Crisis &/or Critical Incident

On very rare occasions there may be a situation of extreme distress caused by an individual crisis or mass traumatic event. In these cases, it is important to provide initial triage support and then access additional support as soon as possible.

In order to do this, we have two Mental Health First Aiders who are specifically trained to support individuals at time of crisis in a range of scenarios including self-harm, anxiety & depression episodes, initial reaction to traumatic events and suicidal wishes/actions.

Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves. We give children the option of informing their parents and carers about their mental health needs for themselves and will ensure that they are accompanied and supported in doing this.

Our critical incident plan specifically outlines the pastoral support arrangements that will be put into place for different types of critical incidents.

### 6.2.5 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. In the case of eating

disorders and self-harm, it is possible that friends may learn unhealthy coping strategies from each other, and we will consider on a case by case basis what support might be appropriate including one to one and group support.

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.

We will also make information available about where and how to access information and support for themselves and healthy ways of coping with the difficult emotions they may be feeling.

### **6.3 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 Safeguarding Team and recorded, in order to provide appropriate support to the pupil. All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Wherever possible, the school will share any concerns with parents or carers so that the child's needs can be best met. However, we will not do so where it is felt that to do so could place the child at risk of harm or impede a criminal investigation.

Where there is risk of immediate harm, a child will be referred to the Newham Multi-Agency Safeguarding Hub through the Newham MASH Portal. Time-sensitive referrals may be telephoned first in case the child needs to be kept in school, pending a Section 47 Strategy meeting when a social worker will come to the school. We will call police to the school directly if the risk is assessed as acute and immediate. For further details please see the Child Protection & Safeguarding policy.

## **7. Staff Wellbeing**

We are committed to the wellbeing of all staff and have adopted the DFE Wellbeing Charter as part of this commitment.

We have a moral purpose to ensure that all staff are well, healthy and happy. We also have a responsibility to look after each other. At EWPS, we want to ensure that all staff are supported and encouraged to develop personally and professionally and recognise that staff's wellbeing is important to pupil achievement and the school's overall performance.

We are committed to making sure that staff have the resources available to successfully cope with demands in their life and are supported by us to do so. All staff are expected to create and maintain an atmosphere where we feel comfortable asking for help or raising concerns underpinned by our agreed Code of Conduct. All staff should be sensitive to any problems which may cause work stress-related issues and should act in a professional, fair, consistent and timely manner if a concern arises.

## 7.1 Support and intervention - whole school approach

<p style="text-align: center;"><b><u>CONNECT</u> with other people</b></p> <ul style="list-style-type: none"> <li>• Team building activities during INSETs</li> <li>• Staffroom as a place to relax and socialise</li> <li>• Staff end of term lunches</li> <li>• Staff organised events</li> <li>• Learning Mentor &amp; SGT support</li> <li>• Open access to SLT and the Headteacher</li> </ul>	<p style="text-align: center;"><b>Be physically <u>ACTIVE</u></b></p> <ul style="list-style-type: none"> <li>• All encouraged to join in with PE lessons with children &amp; provided with clothing to do so</li> <li>• Physical activities part of INSET team building</li> </ul>
<p style="text-align: center;"><b><u>GIVE</u> to others</b></p> <ul style="list-style-type: none"> <li>• Coaching &amp; mentoring</li> <li>• Community projects/supporting charities</li> <li>• Food Bank</li> <li>• Working Parties including Mental Health &amp; Wellbeing &amp; Equity in Diversity</li> <li>• Involvement in School Houses</li> <li>• Staff governors</li> </ul>	<p style="text-align: center;"><b><u>LEARN</u> new skills</b></p> <ul style="list-style-type: none"> <li>• Staff library</li> <li>• Core &amp; self-directed CPD offer</li> <li>• Peer reviews &amp; shadowing opportunities</li> <li>• Working Parties</li> <li>• Commitment to support career development &amp; further qualifications</li> </ul>
<p style="text-align: center;"><b><u>TAKE NOTICE</u> - Pay attention to the present moment (mindfulness)</b></p> <ul style="list-style-type: none"> <li>• Maximising opportunities to work outside of the classroom &amp; engage with the natural world</li> <li>• Allocation of directed time for personal wellbeing</li> <li>• Mindfulness as part of INSETs</li> <li>• Reviews to drive down unnecessary workload (Keep, Tweak, Ditch)</li> </ul>	<p style="text-align: center;"><b>In addition .. Wellbeing Charter</b></p> <p>We believe that everyone working in education should have the opportunity to enjoy the highest possible standard of wellbeing and mental health and therefore are committed to supporting all aspects of the DfE Wellbeing Charter.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1034032/DfE_Education_Workforce_Welbeing_Charter_Nov21.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1034032/DfE_Education_Workforce_Welbeing_Charter_Nov21.pdf</a></p>

## 7.2 Support and services - targeted

All staff have access to the following:

### SAS Healthcare

- 5 free sessions of Stress or Relationship Counselling
- 5 free sessions of physiotherapy
- 12 weeks of Slimming World membership
- Menopause support
- 15 minutes consultation with a nurse about current lifestyle and risk factors
- Chronic illness support
- Access to 24-hour GP helpline for staff and their family
- Annual health checks
- Physiotherapy
- Weight management

### Education Support Partnership

The support is available to anyone who works in schools about all kinds of issues including:

- Feeling overwhelmed, stressed or anxious
- Personal issues
- Financial information
- Issues of work-life balance

### Newham Counselling Service

This provides counselling and advice on:

- Money worries
- Legal questions
- Workplace issues
- Personal problems

### Occupational Health Advice

This can be accessed via the Headteacher to support with workplace adjustments

### 7.3 Staff training

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help. We have two qualified 'mental health first aiders' and a number of our staff have completed the one-day course on mental health first aid.

Mental health training forms part of both the core and optional staff CPD offer.

## 8. Parent, Carers & Family Wellbeing

We recognise the important role that parents and carers have in promoting and supporting the wellbeing of their children. Creating a safe space where parents and carers can meet and learn is essential to the well-being of our community. We feel it is important to create a welcoming environment where families are heard and valued and are empowered to seek further help and advice for either their child or themselves if they are concerned in any way.

### 8.1 Support and intervention - whole school approach

<p style="text-align: center;"><b><u>CONNECT</u> with other people</b></p> <ul style="list-style-type: none"> <li>● Parent Evenings- this includes food for parents and families, stalls to showcase different learning areas at school and a general relaxed evening</li> <li>● Class celebrations/assemblies</li> <li>● Whole school celebrations &amp; events</li> <li>● Chill &amp; Chat (school) &amp; Coffee &amp; Chat (Headstart)</li> <li>● All staff are available to have informal chats with parents at the end of the day</li> <li>● Stay &amp; play</li> </ul>	<p style="text-align: center;"><b>Be physically <u>ACTIVE</u></b></p> <ul style="list-style-type: none"> <li>● Promotion of Local Authority Cycling Scheme</li> <li>● School travel plan information &amp; initiatives</li> <li>● Promotion of family activity opportunities through newsletter &amp; website</li> </ul>
<p style="text-align: center;"><b><u>GIVE</u> to others</b></p> <ul style="list-style-type: none"> <li>● Food bank</li> <li>● Community projects/supporting charities</li> <li>● Parent Champions</li> <li>● Volunteers</li> <li>● Parent Governors</li> <li>● Community participation opportunities (through newsletter)</li> </ul>	<p style="text-align: center;"><b><u>LEARN</u> new skills</b></p> <ul style="list-style-type: none"> <li>● Parent information sessions</li> <li>● Learn with your child sessions, parents can learn about areas of the curriculum with their child.</li> <li>● Work placements</li> <li>● ESOL classes</li> <li>● Access to apprenticeship schemes/skills courses through Parent Connect</li> </ul>
<p style="text-align: center;"><b><u>TAKE NOTICE</u> - Pay attention to the present moment (mindfulness)</b></p> <ul style="list-style-type: none"> <li>● Chill &amp; Chat provision for parents (school)</li> <li>● Coffee &amp; Chat (Headstart)</li> <li>● Mindfulness tips in newsletter &amp; on website</li> </ul>	<p style="text-align: center;"><b>In addition .. <u>ethos</u></b></p> <ul style="list-style-type: none"> <li>● Open and welcoming environment for families</li> <li>● Induction events</li> <li>● Weekly information on wellbeing &amp; mental health in newsletters</li> <li>● Access to translation facilities</li> <li>● Parent surveys &amp; working parties</li> </ul>

### 8.2 Support and services - targeted (in relation to parental support)

We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive towards this. We aim to reassure by explaining that mental health problems are common, that the school has experience of working with similar issues and that help and advice are available.

When a concern about a pupil's mental health has been raised, we will work with parents and carers to discuss this and plan next steps including how they and the school can support their child and external support that can be accessed.

Examples of external support include:

- CAMHS consultations
- SEND coffee mornings
- SENDIASS
- Best Start in Life Family Support (for those with children under 5)
- Being a parent course
- Parent Befriending (Strengthening Families):

### 8.3 Support and services - targeted (in relation to themselves)

Parents, carers and families can also experience difficulties with their own mental health and wellbeing particularly in relation to risk factors outlined in Appendix 1.

When families make us aware of this, our Mental Health First Aiders will help signpost them to the relevant support organisations including helping to make initial contact if they request this.

In these situations, we will also review any additional support measures that may need to be put into place for the children in the family so that their mental health and wellbeing is supported.

## 9. Monitoring arrangements

This policy will be reviewed and approved with the other Healthy Schools Policies by the Governors Curriculum Committee on behalf of the Governing Body at least every three years and more frequently depending on the changing needs of the community.

## 10. Links to other policies

This policy is primarily part of our Healthy Schools approach which includes these policies:

- RSHE
- Food and Healthy Eating
- PE & Active Lifestyles

However, it also has links to the following:

- SEND
- Accessibility plan
- Equality information and objectives
- Children with health needs who can't attend school policy
- Medical needs policy
- Curriculum
- Child Protection and Safeguarding

## 11. Appendices

- Appendix 1 -Risk & Protective Factors
- Appendix 2 -Specific mental health needs most commonly seen in school-aged children
- Appendix 3 -Where to get information and support

The logo for Ellen Wilkinson Primary School is centered on the page. It consists of three concentric circles. The innermost circle is purple and contains the text 'Ellen Wilkinson Primary School' in a white, rounded, sans-serif font. The middle circle is yellow, and the outermost circle is light blue. The text is arranged in three lines: 'Ellen' on the top line, 'Wilkinson' on the middle line, and 'Primary School' on the bottom line.

## Appendix 1 - Risk and Protective factors (adapted from Mental Health and Behaviour DfE November 2018)

	Risk Factors	Protective Factors
<b>In the child</b>	<ul style="list-style-type: none"> <li>• Specific development delay</li> <li>• Communication difficulties</li> <li>• Physical illness</li> <li>• Academic difficulties</li> <li>• Low self-esteem</li> <li>• SEND</li> <li>• Genetic condition</li> </ul>	<ul style="list-style-type: none"> <li>• Secure attachment experience</li> <li>• Outgoing temperament as an infant</li> <li>• Good communication skills, sociability</li> <li>• Being a planner and having a belief in control</li> <li>• Humour</li> <li>• Problem solving skills and a positive attitude</li> <li>• Experiences of success and achievement</li> <li>• Faith or spirituality</li> <li>• Capacity to reflect</li> </ul>
<b>In the family</b>	<ul style="list-style-type: none"> <li>• Overt parental conflict including domestic violence</li> <li>• Family breakdown (including where children are taken into care or adopted)</li> <li>• Inconsistent or unclear discipline</li> <li>• Hostile and rejecting relationships</li> <li>• Failure to adapt to a child's changing needs</li> <li>• Physical, sexual, emotional abuse or neglect</li> <li>• Parental psychiatric illness</li> <li>• Parental criminality, alcoholism or personality disorder</li> <li>• Death and loss – including loss of friendship</li> </ul>	<ul style="list-style-type: none"> <li>• At least one supportive parent-child relationship (or one supportive adult)</li> <li>• Affection</li> <li>• Clear, consistent discipline</li> <li>• Support for education</li> <li>• Supportive long-term relationship or the absence of severe discord</li> </ul>
<b>In the school</b>	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Discrimination</li> <li>• Breakdown in or lack of positive friendships</li> <li>• Negative peer influences</li> <li>• Peer pressure</li> <li>• Poor pupil to teacher relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Clear policies on behaviour and bullying</li> <li>• 'Open door' policy for children to raise problems</li> <li>• A whole-school approach to promoting good mental health</li> <li>• Positive classroom management</li> <li>• A sense of belonging</li> <li>• Positive peer influences</li> </ul>
<b>In the community</b>	<ul style="list-style-type: none"> <li>• Socio-economic disadvantage</li> <li>• Homelessness</li> <li>• Disaster, accidents, war or other overwhelming events</li> <li>• Discrimination</li> <li>• Other significant life events</li> </ul>	<ul style="list-style-type: none"> <li>• Wider supportive network</li> <li>• Good housing</li> <li>• High standard of living</li> <li>• High morale school with positive policies for behaviour, attitudes and anti-bullying</li> <li>• Opportunities for valued social roles</li> <li>• Range of sport/leisure activities</li> </ul>

## Appendix 2 - Specific mental health needs most commonly seen in school-aged children

The following list is from "Mental Health and Behaviour in schools" (DFE November 2018)

Where children experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems or disorders. Mental health professionals have classified these as:

- emotional disorders, for example phobias, anxiety states and depression;
- conduct disorders, for example stealing, defiance, fire-setting, aggression and anti-social behaviour;
- hyperkinetic disorders, for example disturbance of activity and attention;
- developmental disorders, for example delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- attachment disorders, for example children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
- trauma disorders, such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect;
- other mental health problems including eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic depressive disorder.

Please note that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.. Non-professional diagnoses, however well meant, can exacerbate or promote mental health problems

## Appendix 3 - Where to get information and support

### General information and support

- [www.youngminds.org.uk](http://www.youngminds.org.uk) champions young people's mental health and wellbeing
- [www.mind.org.uk](http://www.mind.org.uk) advice and support on mental health problems
- [www.minded.org.uk](http://www.minded.org.uk) provides free e-learning to help adults to identify and understand children and young people with mental health problems.
- [www.time-to-change.org.uk](http://www.time-to-change.org.uk) tackles the stigma of mental health
- [www.rethink.org](http://www.rethink.org) challenges attitudes towards mental health
- [www.place2be.org.uk](http://www.place2be.org.uk) provides mental health support in schools through one-to-one and group counselling using tried and tested methods backed by research. We also offer expert training and professional qualifications.
- [www.nhs.uk/nhs-services/mental-health-services/](http://www.nhs.uk/nhs-services/mental-health-services/)

### Specific information

Can be found in **sections 7, 8 and 9** of "Promoting children and young people's mental health and wellbeing - A whole school or college approach to promote emotional health and wellbeing in schools" (DFE September 2021)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1020249/Promoting\\_children\\_and\\_young\\_people\\_s\\_mental\\_health\\_and\\_wellbeing.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf)

Section 7 -Resources for specific issues

Section 8 -Helplines and resources for young people

Section 9 -Parenting programmes and support for parents and carers

Alternatively speak to the Senior Mental Health Lead or one of our Mental Health First Aiders who can signpost to further information and support.