



Woodlands Primary School

MENTAL HEALTH & WELL-BEING POLICY

Status:	Current	
Date Adopted by Governing body:	23.03.22	
Created by Matthew Kitley		
Reviewed by FGB	March 2024	2 years

Policy statement

At Woodlands, we are committed to supporting the positive mental health and well-being of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional well-being is just as important to our lives as physical health.

At Woodlands we endeavour to ensure that children are able to manage times of change and stress. We aim to ensure 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.

How the policy was developed.

This policy has been created through consultation with the school community.

In developing the policy we have taken account of:

- Promoting children and young people's emotional health and well-being. Public Health England 2015.
- Anna Freud school staff well-being.

<https://www.annafreud.org/schools-and-colleges/resources/supporting-staff-wellbeing-in-schools/>

- Use of resources and training materials from the THRIVE programme.
- Mental Health and well-being training materials from Creative Education.
- Team Teach training resources.
- ELSA materials and Time to Talk.

Links to other policies

This policy links to our Child Protection Policy, Anti Bullying, SEND Offer and our Positive Behaviour Policy. It draws on our whole school use of THRIVE, a therapeutic approach to behaviour management that aims to use training and resources to understand the causes of behaviours, rather than a focus on the behaviours themselves.

Teaching about mental health

At Woodlands we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising. We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
- Carrying out a detailed whole class THRIVE Assessment – 3 times a year.
- Adhering to a positive and therapeutic approach to behaviour management.
- Focusing on the 5 steps to well-being and 'Zones of regulation'.
- Helping children to develop social relationships, support each other and seek help when they need it.
- Promoting self-esteem and ensuring children understand their importance in the World.
- Helping children to be resilient learners and to manage setbacks.
- Teaching children social and emotional skills and an awareness of mental health.

- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Developing an open culture where it's normal to talk about mental health.

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 achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities to reflect.
- Enabling access to appropriate support.
- Mental Health and PSHE for all year groups.
- Well-being / Mental Health Week and access to information around the school.
- Workshops for parents and carers.
- Play Therapy.
- A wide variety of high quality after school clubs.

Small group activities.

- Nurture groups to focus on mental health, resilience and well-being.
- Lunchtime THRIVE / social interaction group.
- Lego Club.
- Children to be aware that they can drop in and see a designated adult if they are anxious or worried about a certain situation/issue.
- Interaction with the school dog.

Staff roles and responsibilities, including those with specific responsibility

We want all staff to be confident in their knowledge of mental health and well-being and to be able to promote this in and out of their classrooms.

All staff have regular access to e-modules to upskill from Creative Education.

Supporting and promoting mental health and well-being of staff is an essential component of a healthy school. At Woodlands we promote opportunities to maintain a healthy work life balance. Staff are supported pastorally and have access to enriched opportunities. Staff also have access to a variety of support systems. For example:

- Woodlands Parent Support Adviser – Julie Puzdrowski
- The PHSE Curriculum (Personal, Social, Health and Economic) – Amanda Garton
- Relate Counsellor – Karen Batty
- Thrive – Emma Payne
- The school ELSA – Emma Payne
- Time to Talk – Sandra Johnson
- Staff Well-Being – Julie Puzdrowski & Ju Petty
- Resources from Creative Education
- The SRE Curriculum (Sex & Relationships Education) – Melinda Birt

We believe that all staff have a responsibility to promote positive mental health and to understand the protective and risk factors for mental health. Some children will require additional help; all staff should have the skills to identify warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

Key staff supporting Mental Health at Woodlands Primary School

Named Mental Health Lead – Matthew Kitley

Deputy Mental Health Lead - Amanda Garton

Named Mental Health Governor – Alison Small

Staff Well-Being – Ju Petty & Julie Puzdrowski

Our Mental Health Leads:

- Leads and works with all staff to co-ordinate whole school activities to promote positive mental health and well-being.
- Leads on PSHE teaching and advice on mental health.
- Provides advice and support to staff and organises training and updates.
- Is the first point of contact with mental health services and makes individual referrals to them.

Many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals.

Early identification

We aim to identify children with mental health needs as early as possible to prevent things from getting worse, we do this in different ways including:

Mental health support resources including:

- Creative Education – bespoke materials and courses from the website.
<https://www.creativeeducation.co.uk/>
- Mental Health First Aid – www.mhfaengland.org
- When to worry NHS questionnaire (for people 16 and over).
<https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/depression-anxiety-self-assessment-quiz/>
- Mental Health and Behaviour in Schools – DfE Guidance 2018 - Advice on ‘how schools can support children and young person’s mental health.’
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

Changes in behaviour patterns may indicate warning signs that a student is experiencing mental health or emotional well-being issues. Teaching and support staff are responsible for reporting concerns about individual children to designated adults within the school.

This could include concerns related to:

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

Possible warning signs include;

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking 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

Assessment, interventions and support.

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, class teachers and SEN to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

Working with parents and carers.

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the Mental Health Lead for assessment.

To support parents and carers we will be:

- Organising workshops and presentations on mental health, anxiety, resilience and 5 steps to well-being.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional well-being and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.
- Setting up a Mental Health / Well-Being section on the school website.

When a concern has been raised, Woodlands teachers or Mental Health Lead will:

- Contact parents to discuss the outcome of any assessment. (Although there may be cases that parents and carers cannot be involved in due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

Working with specialist services.

As part of our targeted provision the school will work with other agencies to support children's emotional health and well-being. Your child may be referred to one of the following services for additional support.

- CAMHS
- Riverbourne Farm – therapeutic teaching sessions
- School Nursing Service
- Health Visitors
- Children's Services
- Therapists – including Play Therapy
- Family support workers / Early Help Key Workers
- Educational psychology services
- Counselling services – including Relate Counselling
- Young Carers

Monitoring and evaluation

The Mental Health and Well-Being Policy is on the school website and hard copies are available on request.