Wellbeing Policy

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Headteacher: Clare Jones
Deputy Headteacher: Gregor Campbell
Christ Church C of E Primary School,
Royal Park, Clifton, Bristol, BS8 3AW
T: 0117 3772830
E: christ.church.p@bristol-schools.uk
W: www.christchurch.bristol.sch.uk

Member of the NW24 Teaching Learning Partnership

1. Mental Health and Wellbeing Policy Christ Church CE Primary School

Policy Statement

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)

In our school our Christian vision shapes all we do and we aim to promote positive mental health for staff, children and parents/carers. We pursue this aim using a whole school approach and specialised, targeted approaches.

At Christ Church CE Primary School we aim to ensure we are providing an enriched curriculum, supported by high quality pastoral care, to enable our pupils to develop into resilient adults with good mental health. This includes making sure that our children know how to keep physically and mentally healthy therefore we engage with the Healthy Schools initiative and utilise a multi-agency strategy.

All schools are under a statutory duty to promote the welfare of their pupils which includes preventing impairment of children's health or development and acting to enable all children to have the best outcomes. Full details are set out in Keeping Children Safe in Education (KCSIE) statutory guidance. (link in the appendix)

Public Health England working with the Department for Education has set a whole school approach, **Promoting children and young people's mental health and wellbeing** September 2021 which underpins this policy. (link in the appendix)

Early intervention to identify issues and provide effective support is crucial. The school's role in supporting and promoting mental health and wellbeing can be summarised as:

1. **Prevention**: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping children to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils and students about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.
2. **Identification**: recognising emerging issues as early and accurately as possible.
3. **Early support**: helping pupils and students to access evidence informed early support and interventions.
4. **Access to specialist support**: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

There is good evidence to support the association between good mental health and education engagement and academic achievement. The benefits to preventing mental health problems in children and young people from arising, and intervening early where they do, can be significant for schools. For example, it may result in improved attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient children and young people.

This document describes our approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our supporting medical conditions policy in cases where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

Lead Members of Staff

At Christ Church CE Primary School the head teacher is the named leader for mental health and wellbeing working in collaboration with the senior leadership team including the SENDCO, attendance officer and PSHE lead teacher. There is a governor with named responsibility and a working party to research and investigate new training and interventions.

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

Headteacher - Designated Child Protection / Safeguarding Officer

Head teacher- Mental Health and Emotional Wellbeing Lead

Georgina Reed- Lead First Aider and Attendance Officer

Gregor Campbell- Pastoral Lead

Katie Holland- SENDCo

Alice Noble- Head of PSHE

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Mental Health Lead in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Lead or Deputies. If the child presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by the SENDCo.

2. Individual Health Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the child, the parents and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

3. Ethos and Environment

The physical, social and emotional environment in which staff and children spend a high proportion of every weekday has been shown to affect their physical, emotional and mental health and wellbeing as well as impacting on their attainment and behaviour.

The Church of England Vision for Education: Deeply Christian, Serving the Common Good sets out that the nurturing of mental health and wellbeing as a holistic approach to human flourishing links with health education, spiritual development and the wider school curriculum. The purpose of a school extends beyond academic learning in order that children can live life in all its fullness.

At Christ Church CE Primary our school values underpin everything we do and how we build our community. We aim for our community to feel safe, valued and a sense of belonging. This is central to our core vision and should be consistently offered in all that we do.

Relationships between staff and children, and children and their peers, are critical in promoting wellbeing and in helping to engender a sense of belonging to and liking of school.

The special educational needs and disability (SEND) code of practice provides statutory guidance and practical advice for local authorities, health bodies and education settings on how to carry out the duty to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

Adjustments are made to support individual needs if there is an identified benefit. For example; playtimes can be a challenge for some children. At Christ Church CE Primary School we use school teaching assistants and sports coaches to support the children during lunchtime play to develop opportunities to model and teach key social skills. Members of the senior leadership team are on duty each day to support these adults caring for the children in the dining hall and outside.

For children who find the length of the lunch playtime a challenge there is a space available inside. Adults in this space model and promote successful strategies in aspects such as managing conflict, self-regulation and building effective relationships.

To facilitate a sense of belonging and provide opportunities for our children to feel they can make a positive contribution to our community, some of our older children receive training in being a play leader to set up games for the younger children during lunchtime play. Our Year 6 children apply to be a buddy for the Reception children to welcome them to our school. Over the year collaborative activities between Year 6 and Reception are planned e.g. reading stories together.

4. Equality and Diversity

At Christ Church CE Primary School, the children are taught to embrace and value difference and this is incorporated into the curriculum wherever possible. The school takes an active role in anti-bullying week and children from across the key stages take part in workshops and activities to teach them to address diversity in a positive way.

Teaching and curriculum

Mental health and wellbeing is now a vital part of the everyday curriculum and is embedded within all aspects of our school's work. At the heart of our whole school approach lies our commitment to knowing and valuing each individual and their needs. The skills, knowledge and understanding needed by our children to keep themselves and others physically and mentally healthy and safe, are included as part of our developmental PSHE curriculum. At Christ Church CE Primary School, we use a published sequential scheme of lessons called Jigsaw.

Information about what is taught and when, is published on our school website and in the year group termly curriculum newsletters for parents/carers.

The specific content of lessons will be determined by the specific needs of the cohort being taught but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

Children in Reception to Year 3 have opportunity to have a series of Yoga sessions with a trained practitioner. These helps our children to learn calming strategies and techniques they can use independently at home.

We value the importance of children having access to the outdoors it is evidenced that outdoor activities reduce stress and anxiety, boost confidence and self-esteem and improve mood and positive emotions. (see link in appendix). Our children have direct access to the outdoors from every classroom and the teachers utilise our school grounds to enrich our curriculum. We provide forest school activities in our outdoor classroom and in terms 5 and 6 we use an outdoor activity centre for all children to make 2 visits. Due to our location in the heard of Bristol we ensure our children are out and about using the wealth of learning opportunities on our doorstep.

As part of the daily routine in class the children participate in mindfulness activities and learn strategies to feel a sense of calm known as a 'mindfulness moment.'

Transitions

We provide an induction period for our Reception children in order that they can settle into their new provision and form relationships with the adults supporting them and to learn the school routines and places.

For all children handover transition activities are delivered to meet the new class teacher and to see the new classroom sometimes known as 'shuffle-up.' Pupil passports are written that are specific to the needs of individual children particularly those children with SEND.

Pastoral support and monitoring

A whole school approach that encourages communication and the sharing of information is key to noticing patterns in behaviour and areas of vulnerability.

It is the responsibility of all adults in our community to pass on and record any concerns that may indicate a pupil is experiencing mental health or emotional wellbeing issues. These should be recorded and communicated with the DSL, SENDCo via CPOMS. At our school we recognise that everyone could be vulnerable at any given time and therefore we hold regular meetings to review the pastoral needs of our children.

The named Safeguarding Governor meets termly with the DSL to review anonymised patterns in the school community and in turn the Governing body ensure resource for training or interventions is put in place.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretively
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Teachers monitor and discuss children's emotional health and wellbeing as part of Pupil Progress Reviews. This has led to staff raising concerns early with the Mental Health Lead in the school in the same way as they would a safeguarding concern.

At Christ Church Primary School we are training a Teaching assistant as an ELSA, Emotional Literacy Support Assistant who will work with children individually or in groups to improve their emotional wellbeing and build emotional literacy. The strategies ELSAs use are based on psychological theory. ELSAs will design bespoke intervention programmes for a child or group. The intervention sessions are aimed at helping children and young people learn to understand and relate to their emotions and to respect the feelings and emotions of those around them. The sessions provide the time and space for pupils to think about their personal circumstances and how they manage them. Children will be identified by the class teachers and in discussion with the SENDCo access to time with our ELSA will be considered. Parents/carers will be notified that their child has been recommended for the intervention and permission to participate will be sort.

At Christ Church CE Primary School we draw upon evidence based strategies to support our children such as a Trauma informed approach, Thrive, Adverse Childhood Experiences. We liaise with external agencies to seek advice and training on how best to support the needs within our community.

Pupil voice

Involving children in decisions that impact on them can benefit their mental health and wellbeing by helping children to feel part of our school and wider community and to have some control over their lives. At an individual level, benefits include helping children to gain belief in their own capabilities, including building their knowledge and skills to make healthy choices and developing their independence. Collectively, children benefit through having opportunities to influence decisions, to express their views and to know they will be listened to. At Christ Church CE Primary we have a School Council, Eco Council and Worship Council these provide an opportunity for our children to understand a democratic way of sharing their views and ideas to contribute towards decision making.

In addition we use pupil/parent/carer surveys to monitor the impact of or to gauge the community's response to or understanding of an intervention, a new initiative or to consult on a new policy.

5. Managing disclosures

A child may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure. The DSL delivers an annual safeguarding training for all staff or specific training as is needed.

If a child chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'

See our Safeguarding policy available on our school website for further information.

This information should be recorded using CPOMs and shared with the mental health lead, who will provide store the record appropriately and offer support and advice about next steps.

Confidentiality

We should be honest with regards to the issue of confidentiality. If we think it is necessary for us to pass our concerns about a pupil on then we should discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

Parents should be informed if there are concerns about their child's mental health and wellbeing. If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the DSL must be informed immediately.

6. Working with Parents

We have an open door policy at Christ Church CE Primary. Parents/Carers have direct contact with their child's class teacher at the beginning and end of the school day. This enables a handover of information between home and school. If a longer conversation is needed the class teacher and parent/carer will arrange a mutually convenient time. Class teachers will sometimes telephone parents/carers if an issue has arisen during the school day that needs to be communicated or discussed.

At Christ Church CE Primary School we signpost information for parents/carers about supporting their children's emotional and mental health. 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 to talk to, and how to go about this, 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 regular content in our weekly school newsletter.

- 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 in our termly curriculum newsletters

Referral to specialist agencies

With parental consent we can refer individual families to Families in Focus who can signpost parents/carers to specific resources or agencies who may be able to offer further specialist advice.

The SENDCo or member of the senior leadership team may discuss with parents/carers a referral to an external agency that may help to support a child with strategies to help them gain access to their learning, support their development, address a behaviour concern, improve attendance. This will be discussed with the parent/carer and their views will be sort and parental consent for the referral is usually required.

7. Training

Training for the adults working and supporting our children is key. On-going monitoring and review of the needs of our community is vital in order to plan what training and resources are needed.

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 children safe.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional training will be supported throughout the year where it becomes appropriate due to developing needs with one or more children.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

External agencies may recommend specific training for adults supporting individual children, groups or whole school. These will be considered and a plan made to incorporate this within the school improvement plan or relevant action plan.

Supporting staff wellbeing

Promoting staff health and wellbeing is an integral principal of our whole school approach to mental health and wellbeing. The Workplace Wellbeing Charter National Standards set out actions across a number of areas, including mental health and wellbeing, and provide a roadmap for driving improvements in workplace health. Staff wellbeing policy.

All adults support each other and the staff code of conduct ensures that a respectful collaborative team ethos is created. All staff should raise any concerns that they have about their colleague's mental health and wellbeing with the headteacher and if it is a concern that affects their ability to undertake their role in school safely then the whistleblowing policy should be applied.

Further information is given in the Staff wellbeing policy.

Bristol Local Offer

Belonging Strategy Belonging Strategy 2021-24

Ordinarily Available Offer

https://www.bristol.gov.uk/web/bristol-local-offer/professionals/ordinarily-available-provision

Documents

Keeping children Safe in Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf

Promoting children and young people's mental health and well being

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

Outdoor learning article

https://www.twinkl.co.uk/blog/why-is-outdoor-learning-important-for-childrens-mental-health-and-wellbeing

Policies available on school website or from school office

SEND

Behaviour and anti-bullying

Staff wellbeing

Websites

https://www.annafreud.org/parents-and-carers/

NSPCC Working with schools is a service that uses specially trained volunteers to talk to primary school children about abuse. The aim is to give them the skills to protect themselves and know where to go for help. There is also a free helpline for children and young people. The helpline number is 0800 1111.

Get Connected is a free, confidential helpline service for young people under 25, who need help, but don't know where to turn. The helpline number is 0808 808 4994.

Papyrus is a charity that aims to prevent young suicides. It has a helpline for young people at risk of suicide or for people worried about a young person at risk of suicide called *HOPELineUK.* The helpline number is 0800 068 41 41.

Relate provides local counselling services for all ages including young people. It also has an online emotional support and advice resource called IRelate which provides information and access to an online counsellor.

Shout 85258 is a free, confidential, 24/7 text messaging support service for anyone who is struggling to cope.

Feeling good: promoting children's mental health are activity sheets aimed at children aged 4 to 7 produced by the Centre for Mental Health.

How to get up and go when you are feeling low is a booklet by the Evidence Based Practice Unit at the Anna Freud Centre, providing top tips for year 4 students when they are feeling upset or stressed.

Children and young people with learning disabilities: understanding their mental health is an information pack providing an introduction to learning disabilities among children and young people, produced by Mental Health Foundation.

Feeling down: looking after my mental health is an easy read guide for people with learning disabilities from the Foundation for People with Learning Disabilities. The guide provides information and advice on how to look after oneself and get the best out of life.

I Can produces factsheets about speech, language and communication difficulties, and has a helpline for parents and practitioners.

National Autistic Society has a website that provides information about autism.

The SEND Gateway provides information for professionals, containing resources on responding appropriately to children and young people with SEND with emotional wellbeing needs.

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