

Mental Health and Well-Being Policy



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Ratified by:	<i>Aaron Wanford – Headteacher</i> Date: 15-Nov-2021
On behalf of:	

This policy was written in consultation with staff, pupils, parents, and professionals involved in mental health and well-being.

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).

At Green Ridge Primary Academy, we are committed to supporting children, staff and parents in their well-being and mental health. We know that well-being, physical and mental health are all essential to positive learning experiences and future successes.

Our ethos is supportive and caring and our approach is respectful and kind, where each individual and contribution is valued.

Our aim is to provide help, tips and resources to support both adults and children as we recognise the importance of encouraging positive well-being. We understand that everyone experiences life challenges that make us vulnerable and on occasions, anyone may need additional emotional support. Our view is that positive mental health is everybody's business, and we all have a role to play.

At Green Ridge Primary Academy, we:

- promote positive mental health in all staff and pupils
- support children to understand and recognise their emotions and feelings through the Zones of Regulation
- support children to self-regulate using the Zones of Regulation
- encourage children to feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know their importance
- help children to develop emotional resilience and manage challenging situations

Scope

This document describes Green Ridge's approach to promoting positive mental health and well-being. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy links to our policies on Safeguarding and Child Protection Policy, Inclusion, Anti-Bullying, Behaviour and Special Educational Needs and Disabilities (SEND) Policy. Links with the Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need. We consider these behaviours to be a message.

Lead Members of Staff

Whilst all members of staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Mrs Cavanagh – Education, Welfare & Pastoral Support Lead, Designated Safeguarding Lead
- Miss Gardiner – Director of Inclusion, SENCo

- Mrs Thomas – Mental Health and Well-being Lead
- Mr. Wanford – Headteacher, Deputy Designated Safeguarding Lead
- Mr English – Deputy Headteacher, Designated Safeguarding Lead, PSHE Lead
- Mr Kaye – Assistant Headteacher, Deputy Designated Safeguarding Lead, Director of Personal Development

Any member of staff who is concerned about the mental health or well-being of a pupil should complete a 'Record of Concern' form as this falls under the area of need 'Social, Emotional and Mental Health'. As necessary, the class teacher may inform the parents/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation. Following this, actions will be formulated with input from the Director of Inclusion, Education, Welfare and Pastoral Lead and Mental Health and Well-being Lead.

If there is a fear that the pupil is in danger of immediate harm, then the normal child protection procedures should be followed. If the student 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.

Supporting Pupils' Positive Mental Health

We believe we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including;

Pupil-led Activities

- Campaigns and assemblies to raise awareness of mental health (Anti-Bullying Week, Diversity Week, Children's Mental Health Week)
- Peer Support (Bucks Mind)

Transition Support

- Support for vulnerable children, for example, Speech and Language (SALT) support small group work such as Lego Therapy or Social Communication groups
- Assess, Plan, Do, Review (APDR) form
- Support Plan (SP)
- Behaviour Watch
- Behaviour Plans
- Risk Assessments
- Drawing and Talking Therapy

Class Activities

- Kindness/Compliment/Shout Out Boards
- Mindfulness and breathing/meditation in class
- Zones of Regulation
- Classroom scripts and signposting
- Calming Kit
- Movement Breaks e.g. Jump Start Jonny, GoNoodle (dancing, breathing)

Whole School

- Well-being Focus
- Anna Freud 'Schools in Mind' resources
- Assembly themes

- Using Well-Being books to explore themes and learn about emotions, difference, loss, bullying, change, resilience, etc.

Small Group Activities

- Small friendship, social skills groups
- Lunch Club support
- Through PSHE, we teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand mental health and help reduce the stigma of mental health problems.
- Pastoral Groups
- Young Carers

Teaching about Mental Health and Emotional Well-being

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

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.

Working in Partnership with Parents/Carers

Parents or carers can approach their child/children's class teacher if they have mental health concerns. The class teacher will arrange a meeting to discuss this concern further and a Record of Concern form will be filled out together.

To support parents and carers we will:

- Organise workshops and presentations on mental health, anxiety, resilience and 5 steps to well-being.
- Provide information online via www.greenridgeacademy.co.uk/ on mental health issues and local well-being and parenting programmes.
- 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.

Collaboration with other agencies, organisations and schools

As part of our targeted provision, the academy will work with other agencies to support children's emotional health and well-being, including:

- Educational Psychology Service
- School nurse
- CAMHS (Child and Adolescent Mental Health Service)
- Paediatricians
- Counselling services
- Family link workers
- Therapists
- Social services

Training

As a minimum, all staff will receive annual 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.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

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

Supporting Staff Mental Health and Well-being

Supporting and promoting the mental health and well-being of staff is an essential component to a positive, healthy school and we promote opportunities to maintain a healthy work-life balance.

At Green Ridge Primary Academy, staff well-being is promoted through:

- well-being days
- the well-being committee
- Well-being Charter
- check ins for well-being during staff appraisals/catch ups

Staff also have access to support from REACh2 which includes Employee Assistance, an online counselling service and the Shiny Minds App.

Monitoring arrangements

This policy will be reviewed **every two years**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Headteacher and shared with the governing body.