KNUZDEN St OSWALD'S CHURCH OF ENGLAND PRIMARY SCHOOL

MENTAL HEALTH AND WELLBEING POLICY

MISSION STATEMENT
Encouraging God's Children with Courage, Compassion and Creativity

OUR CORE VALUES
Kindness, Politeness, Patience, Respect, and Self-Control, all firmly rooted in Agape, Love
KINDNESS/POLITENESS
To teach our children to be kind and polite to all in good times and in adversity, as one has no idea what others are going through #justbenice
PATIENCE
To develop a community where God's love and grace can be reflected upon, and a positive peace of mind and purpose in life can be found
RESPECT
To foster respect for all in our school community, and compassion for those in the local and global communities
SELF-CONTROL
To teach our children to face challenges, developing resilience and empathy, whilst fostering self-confidence and a positive approach to learning

Our Vision
At St Oswald's we learn to develop a strong faith in the Lord our God in the knowledge that He has a plan and a purpose for each of us. We learn to reflect God's love in everything we do **'Stand firm in the faith and do everything with love'** *1Corinthians 16:13*

Mental Health and Wellbeing Policy

St. Oswald's C.E. Primary School

July 2019

At St. Oswald's we believe that every child is a special child of God with a unique personality.

As a school community we believe that we are called to provide a safe, nurturing environment so that all children are able to flourish and enjoy a life filled with meaning and purpose, underpinned by Christian values.

We aim to promote positive mental health for every child and staff member in our school, using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

Mental health is defined as… '*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 Organisation)

This policy aims to:

▢ Promote positive mental health and wellbeing in all staff and pupils.

▢ Increase understanding and awareness of common mental health issues.

▢ Alert staff to early warning signs of poor mental health and wellbeing.

▢ Provide support to staff working with young people with mental health and wellbeing issues.

▢ Provide support to pupils suffering mental ill health and their peers and parents/carers.

Promoting positive mental health and wellbeing

Teaching: 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 may be determined by the specific needs of the cohort we're teaching, but in all teaching there will be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help if needed.

Intervention: At St. Oswald's we use an intervention program called 'Emotion Works' which encourages the child to recognise and react appropriately to different feelings and emotions.

Christian ethos and values: Through our strong Christian ethos, we aim to promote the spiritual development of our pupils and staff and equip them with a deep awareness of the importance of living out the values embedded in our Christian vision. This is promoted through worship, religious education and constant reference to conducting ourselves in a manner that reflects the love of God.

Staff: As with the children, staff are encouraged to be alert to their own and other staff members' state of mental health and wellbeing and to promote positivity, whilst seeking support if needed.

Common mental health issues

The office for National Statistics' mental health of children and young people survey 2004 provides the following categories of common mental health disorders:

Emotional disorders: Conduct disorders:

- Separation anxiety   -   Oppositional defiant disorder
- Specific phobia   -   Un-socialised conduct and socialised conduct disorders
- Social phobia
- Generalised anxiety   Hyperkinetic disorders (activity/ attention related)
- Depression   Eating disorders

Early warning signs

Staff are alert to possible warning signs which indicate that a pupil is experiencing mental health or emotional wellbeing issues. Concerns around these warning signs are communicated with appropriate leaders.

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
- Expressing feelings of failure, uselessness or loss of hope
- Secretive behaviour
- Lateness to or absence from school

Managing disclosures and dealing with confidentiality: Staff are regularly trained on how to manage disclosures from children. Staff will respond to a disclosure from a child about themselves or a friend in a calm, supportive and non-judgmental way. They will listen, record the disclosure in writing and share it with the mental health and wellbeing lead, who will decide on matters of further action. As in all cases involving dealing with a disclosure, staff will explain to the child that it may be necessary to share the disclosure with someone else, and say what they might need to tell them and why they need to tell them.

Providing support to staff working with children with mental health and wellbeing issues

Training: All staff receive regular training about recognising and responding to mental health and wellbeing issues. This will form part of regular child protection training.

Training opportunities for staff who require more in-depth knowledge will be considered as part of additional continuous professional development (CPD). Where the need to support a child/children with a particular mental health issue arises, additional training will be provided to staff if required.

Staff wellbeing: If necessary, staff who are working directly with children with mental health issues will be supported with opportunities to share their thoughts and feelings confidentially with a trusted colleague.

Providing support to pupils with mental health and wellbeing issues, their peers and parents/carers.

Signposting: We ensure that staff, pupils and parents are aware of sources of support within school and in the local community. This is communicated through the usual channels (School Story on Class Dojo, Facebook, school website etc.) or can be requested from or provided by the Mental Health Lead.

Individual care plans: It may be necessary to draw up an individual care plan for pupils who are causing concern or who have received a diagnosis pertaining to their mental health. This will be drawn up with the pupil (if appropriate), the parents and relevant health professionals.

Peers: Peers may need further support, and this will be assessed on a case by case basis.

Parents: Where it is deemed appropriate, a meeting may be held with parents to share a child's disclosure, and if necessary, further sources of information aimed specifically at parents will be shared (e.g. parent support). It is essential that parents and staff work closely together to support the child in the best way possible.

Policy review: This policy will be reviewed every 3 years as a minimum.

It is next due for review in **July 2022**

Mental Health and Wellbeing Lead/ DSL: **Mrs. Andrea Gray**   DSL: **Mrs. Vikki Havers-Strong**