

## **Mental Health and Well-being Policy**

Approved by:	Sam Ismail		
Last reviewed:	March 2024		
Next review due by:	March 2026		

### **Definition of mental health and well-being**

The World Health Organisation define mental health and well-being 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”.**

### **Why mental health and well-being is important**

At Moorside Primary Academy, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers). We recognise how important mental health and emotional wellbeing is to our lives and are just as important to us as our physical health. We understand that children’s mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events.

**“Schools have an important role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their particular needs, as well as considering the needs of individual pupils”. DfE Mental Health and Behaviour in Schools November 2018.**

We aim to ensure that our school is a nurturing and supportive environment where children develop their self-esteem and have positive experiences that support them in overcoming adversity, building resilience and accessing help when they need it. For some, school will be a place of respite from difficult home lives and will offer positive role models and relationships, which are critical in promoting children’s wellbeing and can help to promote a sense of belonging and community.

Our role in school is to ensure that children are able to manage times of change and stress and that they are supported to reach their potential and/or to access help when they need it. We also aim to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, reducing the stigma surrounding mental health, how to make and maintain positive relationships with others and how to express a range of emotions appropriately.

Moorside's aim is to help develop the protective factors which build resilience to mental health difficulties and to be a school where:

- Everyone is valued.
- We all have a sense of belonging and feel safe.
- We feel able to talk openly about our problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

In addition to children's wellbeing, we also recognise the importance of promoting staff and our parents/carers mental health and wellbeing.

We recognise that working in a school environment can be stressful and that in order to support children effectively, staff must develop their own emotional capacity. We offer various types of support for staff should they need it.

### **A whole school approach to promoting positive mental health and well-being**

Moorside Primary Academy believe that our whole school community (pupils, staff and care givers) should be given the opportunity to thrive and achieve their very best by 'Striving for excellence'. We feel that this can be done with a positive mind-set, good physical health and positive mental health. Positive mental health and resilience is fundamental in believing and achieving our full potential and by using our key values of Collaboration, Pride, Aspiration and Understanding, this is at the heart of everything that we do.

This whole school approach involves seven aspects:

1. Creating an ethos which includes policies that support mental health and resilience, promote respect and value diversity
2. Identifying a need, targeting support, referring appropriately and then monitoring the support given
3. Enabling pupil voice, so pupils can support each other and seek help when they need to
4. Helping pupils to become more resilient learners
5. Effectively working with and alongside parents, families and carers
6. Teaching pupils social and emotional skills and an awareness of mental health
7. Supporting and training staff to develop their skills and resilience

We recognise the role that stigma can play in preventing understanding and awareness of mental health difficulties and aim to create an open and positive culture that encourages the discussion and understanding of mental health. This results in everyone feeling able to ask for help if needed and being able to talk about their feelings and manage their emotions.

## **Supporting positive mental health**

We believe that we have a key role in promoting pupils' positive mental health and in helping to prevent mental health problems. Moorside have developed a range of strategies and approaches.

Through our Personal Development lessons, we teach the knowledge and social and emotional skills that will help pupils to become more resilient, understand about mental health and help to reduce the stigma of mental health problems as the children get older. Visit our website to find out more about our Personal Development Curriculum and to read our RSE policy.

<https://www.moorside-primary.net/>

We have developed strategies and interventions to develop and support the mental health and well-being of our whole school community in a universal, selective and indicated way. See Appendix one for intervention map.

The Zones of Regulation has been introduced as an intervention across the school to enable pupils to build awareness of their feelings and to use a variety of tools and strategies to regulate themselves. It provides the school with a common language and a framework to support positive mental health. Our behaviour policy explains this further and is available to view on our website.

<https://www.moorside-primary.net/>

Within our school, we offer small group interventions, 1:1 pastoral sessions and pastoral group sessions. We take part in various themed events throughout the school year such as, Children's Mental Health Week, Anti-bullying Week, etc.

We prepare children for times of transition that can be challenging. For example, in preparing children for the transition to high school, we have a transition programme in place for the whole class but also offer extra support for those who need it.

## **Identifying, referring and supporting children with mental health needs**

Our approach is to:

- Provide a safe environment to enable pupils to express themselves and be listened to
- Ensure the welfare and safety of pupils is paramount
- Identify appropriate support for pupils based on their needs
- Involve parents and carers when their child needs support
- Involve pupils in the care and support they have
- Monitor, review and evaluate the support with pupils and keep parents and carers updated

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things escalating. Any concerns are reported to the pastoral team and recorded. We then implement our assessment system, which is based on levels of need to ensure that children get the

support they need, either from within the academy or from an external specialist service.

We also provide support by:

- Listening to pupils' concerns
- Analysing behaviour, attendance and safeguarding incidents
- Staff can report concerns about individual pupils to the senior leadership team, SEND Lead or pastoral team
- Pupil Progress meetings include discussion on the wellbeing of pupils
- Meeting with parents/carers
- Referrals to our school NHS mental health practitioner

Our aim is to put interventions in place as early as possible to prevent problems escalating. However, we also recognise that there are varying levels of need. We recognise that children with behaviour and emotional problems can be supported within the school environment, or with advice from external professionals. Some children may work in a small group with an adult with a focus on building self-esteem or developing social skills. Others may "check in" regularly with an adult so that they know that there is a specific person that they can talk to if they are struggling.

Whilst Zones of Regulation has been introduced across the whole school, we also recognise that some children may benefit from extra support in self-regulation, either in a small group or as individuals. Some children will need support that is more intensive at times. There are a range of mental health professionals and organisations that provide extra support to pupils and their families.

We recognise that some children will need ongoing support and the pastoral team will meet with children on a regular basis. We do not "label" children with diagnoses without prior and sensitive consultation with family/carers and other relevant professionals.

Children with the highest levels of need may require support from a specialist service such as CAMHS or may even require a statutory Education, Health and Care plan. The school will communicate with parents at all levels of concern.

Any member of staff concerned about a pupil will take this seriously and talk to the senior leadership team, SEND Lead or pastoral team.

Staff are aware that a child's mental health needs may present as non-compliant, disruptive or aggressive, which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

If there is a concern that a pupil is in danger of immediate harm, then the school's child protection procedures are followed. The child protection and safeguarding policy is available to view on our website.

<https://www.moorside-primary.net/>

## **Staff roles and responsibilities**

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health (See Appendix 2).

Some children will require additional help and all staff have training on the skills required to look out for any early warning signs of mental health problems and to ensure that pupils with mental health needs get early intervention and the support that they need.

The pastoral team work with staff to coordinate whole school activities to promote positive mental health.

The pastoral team also –

- Provide advice and support to staff, organise training and update staff about the support available
- Liaise with the RSE lead on teaching about mental health
- Makes referrals to services
- Make strategic decisions around mental health across school
- Liaise with relevant staff including SEND Lead and the Designated Safeguarding Lead

We recognise that many behaviours and emotional difficulties can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families (See Appendix 3).

## **Involving parents and carers**

We recognise the important role that parents and carers have in promoting and supporting the mental health and wellbeing of their children and in supporting their children with mental health needs.

We provide information and websites on mental health issues and local wellbeing and parenting programmes. Parents are encouraged to talk to their child's class teacher, the pastoral team or the Senior Leadership Team if they have concerns about their own child or a friend of their child. Parents are also informed how to access support for themselves.

When a concern about a child is raised, the school will meet with parents and carers and agree a plan together focusing on next steps. We will discuss how parents and carers can support their child. We will keep them up to date and fully informed of decisions about support and interventions for their child.

We also provide information for parents and carers to access support for their own mental health needs.

## **Supporting and training staff**

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 on and to know what to do and where to get help.

In addition to training, we also provide staff with the opportunity to access support in school. The Senior Mental Health Lead has more specialised training and can signpost staff to mental health professionals.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we encourage staff to maintain a healthy work life balance.

Some of the well-being strategies that we use to support staff are:

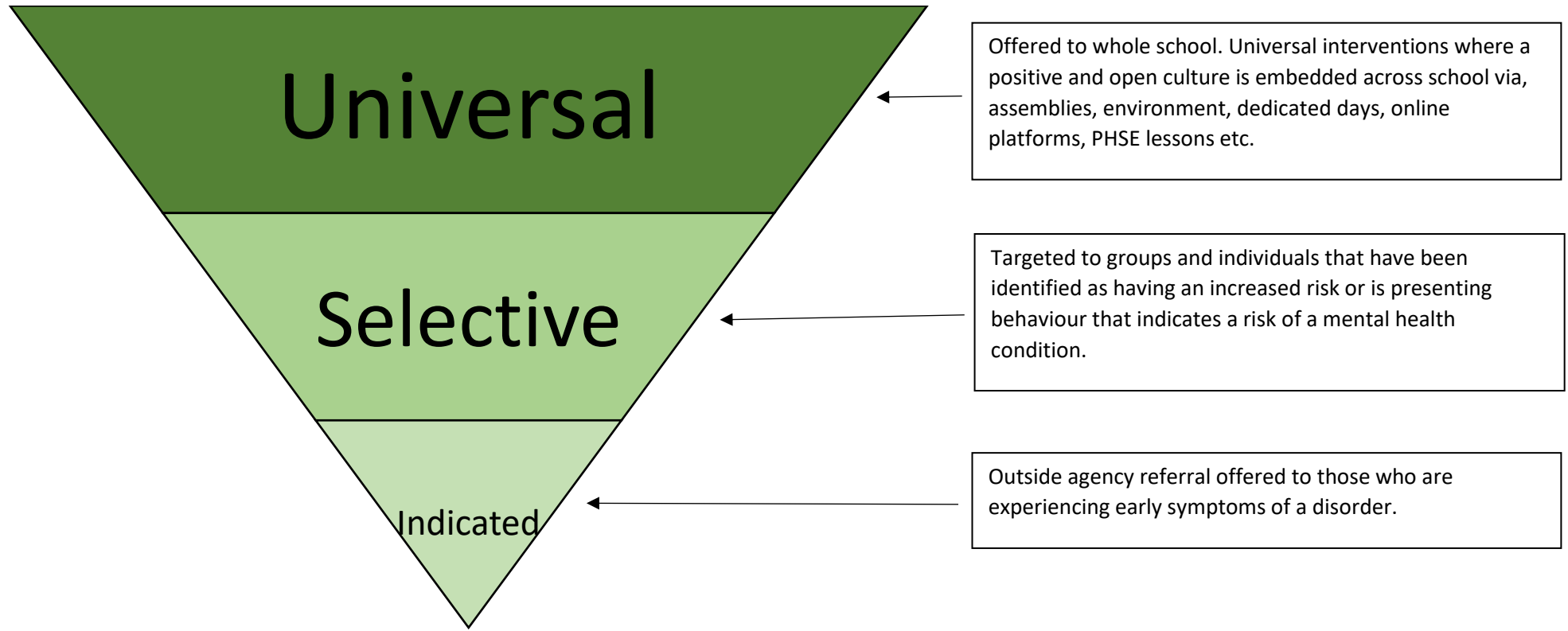
- A mental health first aider/well-being champion
- Regular information updates on mental health and well-being
- Staff well-being board
- Well-being surveys
- Opportunities to talk and check-in on well-being
- Staff room

## **Monitoring and evaluation**

This Mental Health and Well-being policy is on the school website and hard copies are available to parents and carers from the school office. The policy is monitored and reviewed annually.

Appendix 1

**Mental health and well-being whole school intervention map**



The following provision map shows staff and parents the path of mental health and well-being support for children. At times, individual concerns may require an alternative or bespoke approach (to be assessed on an individual basis). If, as a parent, you are concerned about a child, please speak with the class teacher. If you are a member of staff, you should seek advice from SLT, SEND Lead or Pastoral team.

<b>Universal support</b> These concerns are characterised by short-term periods of feeling low or unable to cope. They may be caused by 'normal' situations that are a part of daily life. There is no long-term impact on wellbeing.		
Typical concerns	Who can help?	What support and how it's delivered
Friendship issues Minor illness Low-level worry or stress (short term) Academic, transitions, loss of objects, tests/assessments Growing up, the environment, world issues Loss and change Moving house, family changes, death of a pet Social media Past incidents of mental health concerns that require monitoring Transition – moving year group/Year 6 transition to high school	Class teachers Teaching assistants SEND Lead Senior leadership team Pastoral team Lunchtime welfare assistants	Age-appropriate RSE curriculum promotes positive messages; challenges children to think; enables children to explore; provides self-help strategies and tools. Whole school 'The Zones of Regulation' behaviour policy, which helps to develop self-regulation and the tools to cope and develop resilience. Assemblies (class, phase, whole school), parent contact through class dojo which explore issues that can cause concern and introduce strategies for wellbeing. Class circle times Worry Box Stories Structured lunchtimes/break times Support when moving year group/moving to high school (whole class, small group, 1:1 where appropriate) Playground leaders, school council, bullying ambassadors, well-being champions



		<p>Quiet, calm room available for children (The Den).</p> <p>Sense of community and belonging</p> <p>Charity events to bring the whole school community together for a common cause.</p> <p>Parent coffee mornings to offer support to parents in supporting their children</p>
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<b>Selective support</b>		
These concerns are characterised by long-term periods of feeling low or unable to cope. There is beginning to be an impact on wellbeing and academic progress.		
<b>Typical concerns</b>	<b>Who can help</b>	<b>What support is offered and how it is delivered</b>
<p>Sustained period (or repeated short-term periods) of children displaying low mood or an inability to cope either at home or at school which is beginning to impact on daily life.</p> <p>Long-term or repeated friendship problems</p> <p>Increase in anxiety (class, element of school, home life) despite universal support already given.</p> <p>Divorce of parents or significant change in home circumstances.</p> <p>Bereavement.</p> <p>Persistent lack of resilience or low self-esteem.</p>	<p>Class teachers</p> <p>Teaching assistants</p> <p>Pastoral team</p> <p>Senior leadership team</p> <p>SEND Lead</p>	<p>Ensure all adults involved are aware of the situation.</p> <p>Provide individual approach. For example:</p> <p>Set targets for child</p> <p>Informal plan (e.g. come into school via front door, meet and greet, breakfast club, lunch buddy, a reward system etc.</p> <p>Parents have access to parents evenings with teachers and children have individual targets and interventions to support their need.</p> <p>Refer to Pastoral support for possible 1:1 or group sessions bespoke to their needs.</p> <p>Parent meetings.</p>

<p>Strong emotion (including anger) negatively affecting school or home behaviour. Sensory issues or sensitivities that regularly impact child's learning Emotionally-based school avoidance, (EBSA).</p>		<p>SEND Lead consultation to begin to discuss specialist support. Parents invited to targeted training/workshops on specific problems (e.g. anxiety) If the concern continues or gets worse, consider referral to outside agency. If the need is met, move down a level after discussion with the class teacher and parents.</p>
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<b>Indicated support</b>		
Specialist Intervention and support sought – Persistent and on-going difficulties which continue despite school intervention and support or sudden and serious incidents which require professional intervention but can still be supported in school.		
<b>Typical concerns</b>	<b>Who can help</b>	<b>What support is offered and how it is delivered</b>
<p>Sustained period (or repeated short-term periods) of children displaying low mood or an inability to cope either at home or at school which is impacting on daily life and is not improving despite intervention and support at school/home. Increase in anxiety (class, element of school, home life) despite support given. School refusal. Suspected eating disorders, risky behaviours. Attachment difficulties and triggered responses Questions around gender/sexual orientation.</p>	<p>Any safeguarding issues must be reported to DSL and Safeguarding procedures followed with consultation with parents and appropriate staff. Advice from outside professionals (where appropriate) If appropriate to be referred or to consult outside agencies.</p>	<p>SLT to contact parents. Log concern with DSL (if appropriate) this could include contacting Social Care. Ensure all adults involved are aware of the situation. Continue with In-school support/ interventions with pastoral lead whilst considering or awaiting external agency support Early Help Assessment – Children and Family Wellbeing Service. Work with parents and children to provide early intervention and preventative support.</p>

<p>Sensory issues or sensitivities that regularly impact child's learning.  Sleep problems/difficulties.  Persistent lack of resilience or low self-esteem.  Strong emotion (including anger) negatively affecting school or home behaviour.</p>		<p>External Agency referrals to be considered by SEND Lead/ SLT/ Pastoral Team – possibly to one of the following agencies:.....  Education Psychologist – referral for support/advice on a range of cognitive, social, emotional or communication difficulties</p>
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**Urgent Specialist Support**

As a school we will use our best endeavours to provide the three tiers of support however there are instances when outside Specialist support is needed quickly. It might be that despite the school's comprehensive support the situation is still a major concern or a sudden situation develops which requires immediate specialist intervention. For example: self-harm, bereavement of close family member, severe distress or aggression, sudden and unexplained deterioration in emotional state and behaviour at home or school. In this case we will communicate directly with parents to direct you to an appropriate support agency.

**Appendix 2 - Protective and risk factors (adapted from Mental Health and Behaviour Dfe March 2016).**

	<b>Risk factors</b>	<b>Protective factors</b>
In the Child	<ul style="list-style-type: none"> <li>• Genetic influences</li> <li>• Low IQ and learning disabilities</li> <li>• Specific development delay or neurodiversity</li> <li>• Difficult temperament</li> <li>• Communication difficulties</li> <li>• Physical illness</li> <li>• Academic failure</li> <li>• Low self-esteem</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>• A positive attitude</li> <li>• Experiences of success and achievement</li> <li>• Faith or spirituality</li> <li>• Capacity to reflect</li> </ul>
In the family	<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 good 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>
In the school	<ul style="list-style-type: none"> <li>• Bullying (including online)</li> <li>• Discrimination</li> <li>• Breakdown in or lack of positive friendships</li> <li>• Deviant peer influences</li> <li>• Peer pressure</li> <li>• Peer on peer abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Clear policies on behaviour and bullying</li> <li>• Staff code of conduct</li> <li>• 'Open door' policy for children to raise problems</li> </ul>

	<ul style="list-style-type: none"> <li>• Poor pupil to teacher relationships</li> </ul>	<ul style="list-style-type: none"> <li>• A whole-school approach to promoting good mental health</li> <li>• Good pupil to teacher/school staff relationships</li> <li>• Positive classroom management</li> <li>• A sense of belonging</li> <li>• Positive peer influences</li> <li>• Positive friendships</li> <li>• Effective safeguarding and Child Protection policies</li> <li>• An effective early help process</li> <li>• Understand their role in and be part of effective multi-agency working</li> <li>• Appropriate procedures to ensure staff are confident and can raise concerns about policies and processes, and know they will be dealt with fairly and effectively</li> </ul>
In the community	<ul style="list-style-type: none"> <li>• Socio-economic disadvantage</li> <li>• Homelessness</li> <li>• Disaster, accidents, war or other over whelming events</li> <li>• Discrimination</li> <li>• Other significant life events</li> <li>• Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influence of extremism leading to radicalisation</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 3 - Where you can get help and support.**

*For support on specific mental health needs*

Anxiety UK [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

OCD UK [www.ocduk.org](http://www.ocduk.org)

Depression Alliance [www.depressoinalliance.org](http://www.depressoinalliance.org)

Eating Disorders [www.b-eat.co.uk](http://www.b-eat.co.uk) and [www.inourhands.com](http://www.inourhands.com)

National Self-Harm Network [www.nshn.co.uk](http://www.nshn.co.uk) and [www.selfharm.co.uk](http://www.selfharm.co.uk)

Suicidal thoughts Prevention of young suicide UK – PAPYRUS: [www.papyrus-uk.org](http://www.papyrus-uk.org)

*For general information and support*

Young Minds [www.youngminds.org.uk](http://www.youngminds.org.uk)

Champions young people's mental health and wellbeing

MIND [www.mind.org.uk](http://www.mind.org.uk)

Advice and support on mental health problems

MIND ed [www.minded.org.uk](http://www.minded.org.uk)

e-learning

Time to Change [www.time-to-change.org.uk](http://www.time-to-change.org.uk)

Tackles the stigma of mental health

Rethink [www.rethink.org](http://www.rethink.org)

Challenges attitudes towards mental health