



# Wellbeing Policy

<b>Responsible Person</b>	<b>Mrs L Stinchon</b>
<b>Date Created</b>	September 2022
<b>Date to be Reviewed</b>	September 2023

**Every child matters; every moment counts.**

## **The importance of Mental Health and Wellbeing**

At Trawden Forest Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise 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 can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender 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 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.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued
- Children have a sense of belonging and feel safe
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma
- Positive mental health is promoted and valued
- Bullying is not tolerated

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

## **Definition of Mental Health and Wellbeing**

We use the World Health Organisation's definition of mental health and wellbeing

*" 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".*

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with others
- cope with the stresses of everyday life
- manage times of stress and be able to deal with change
- learn and achieve

## **Our Whole School Approach**

We take a whole school approach to promoting positive mental health that aims to help children and adults become more resilient, happy and successful and to prevent problems before they arise. This encompasses seven aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
2. Helping children and adults to develop social relationships, support each other and seek help when they need it.
3. Helping children and adults to be resilient learners.
4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children and adults who have mental health needs and planning support to meet their needs, including working with specialist services.
6. Effectively working with parents and carers.
7. Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

## **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. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need. All staff are trained to understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying.

They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy (see appendix 1 on risk and protective factors).

Our Inclusion Lead for Social, Emotional & Mental Health Needs:

- Leads and works with staff to coordinate whole school activities to promote positive mental health and wellbeing
- Leads on PSHE teaching about mental health
- Provides advice and support to staff and organises training and updates
  - Facilitates Supervision sessions with staff
- Is the first point of contact with mental health services and Early Help referrals

We recognise that many behaviours and emotional problems 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.

Sources of relevant support include:

- Our own Senior Leadership Team
- Our Safeguarding/Child Protection Leads
- Our Nurture lead
- School support staff
- Our SENDCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision.
- Children and Family Wellbeing Service
- CAMHS
- Our School Nurse

**Some of the ways in which we support children’s positive mental health:**

<b>Small Group / 1:1</b>	<b>Whole Class</b>	<b>Whole School</b>
Nurture group Friendship group TA support Regular Brain Breaks Social, emotional and mental health interventions Use of PSED PIVATs to assess, target and track Buddies to support children at playtimes Enhanced transitions between key stages	Personalised PSHE curriculum Mindfulness sessions Yoga Participation in PE lessons Good relationships with staff and children Reasonable adjustments for staff needing support Ask-it baskets Class group agreements Class trees to share kind behaviours	Caring ethos where children and adults are valued Staff modelling positive relationships Celebration assemblies Children’s Mental Health Week Anti-bullying Week Games at playtimes and lunchtimes Wellbeing Wednesday – sharing information with parents each Wednesday through Facebook Fundraising for important local charities Mental Health Champions

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

Our approach:

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

### **Early identification and signs**

Our staff are skilled in identifying the signs that a child may be struggling with their mental health. Early signs may include: isolation from friends and family and becoming socially withdrawn, changes in activity or mood or eating/sleeping habits, falling academic achievement, talking or joking about self-harm or suicide, expressing feelings of failure, uselessness or loss of hope, secretive behaviour, an increase in lateness or absenteeism, not wanting to do PE or get changed for PE, wearing long sleeves in hot weather, drugs or alcohol misuse, physical signs of harm that are repeated or appear non-accidental, repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour 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. If there is a medical emergency, then the School's procedures for medical emergencies are followed.

### **Involving parents / carers**

We involve parents/carers immediately if we have concerns about a child and invite them in for a meeting to discuss next steps. We may complete an Early Help referral with parents / carers and then hold TAF (Team Around the Family) meetings if appropriate. We build good relationships with our parents and encourage them to contact us if they themselves have concerns.

### **Pupil Voice**

Listening to pupils is a vital part of our whole school approach. As a staff we take time to get to know our children and build positive relationships with them so that they feel safe enough to talk about their feelings. We ensure that help and support is offered to a child in need.

### **Identifying and Monitoring Impact**

We assess children using PIVATs for their Personal, Social and Emotional needs and track their progress after interventions. We use these starting points to identify appropriate interventions to support their specific needs.