

St Matthew's Bloxam Church of England (VC) Primary School



Pupil's Mental Health and Well-Being Policy

September 2023

Let Your Light Shine

Our aims (and values):

- ❖ For forgiveness and reconciliation in safe surroundings (Forgiveness)
- ❖ To seek experiences to spark the confidence to nurture and show delight (Love)
- ❖ To illuminate hopes, dreams and aspirations (Hope)
- ❖ To build humanity through relationships inspired by the glow of others (Friendship)
- ❖ To value everyone through thoughts and actions (Respect)

"In the same way, let your light shine before others that they may see your good deeds and glorify your father in heaven" Matthew Chapter 5 Verse 16

Why Mental Health and Well-Being is important at SMB

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

At SMB we are committed to supporting the positive mental health and well-being of our whole school community; children, staff, parents and carers.

We have a supportive and caring ethos which aims to ensure that all members of the school community SHINE; feel Safe, are Honest, Include everyone, be kiNd and be rEspectful.

We endeavour to ensure that children are able to manage times of change and stress and to ensure that they are supported to reach their potential and to access help when they need it.

We 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.

At SMB we know that everyone experiences life challenges that can make us vulnerable and at times anyone may need additional support. We take the view that positive mental health is everyone's business and that we all have a role to play.

Definition of Mental Health and Well-Being

The World Health Organisation's definition of mental health and well-being:

"... 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 their community."

Mental health and well-being is not just the absence of mental health problems. We want all children 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, achieve and SHINE

Links to other policies

Child Protection/Safeguarding, Positive relationships and behaviour, SEND, Attendance, Anti-Bullying, PSHE, Staff well-being.

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 pupils with mental health needs get early intervention and the support they need.

Through whole school safeguarding training and additional training on attachment, including the cause and effect of Adverse Childhood Experiences (ACEs), all staff understand about possible risk factors that might make some children more likely to experience problems. Problems may arise from; physical long-term illness; having a parent/carer with mental health issues; coping with death or loss, including of friendships; family relationship breakdowns; bullying; and more recently, school avoidance due to the impact of COVID, causing Emotionally Based School Avoidance (EBSA).

Staff with a specific remit to support children, families and staff at SMB are:

Anita Timson; Headteacher / Lead DSL / Designated Senior Mental Health Lead / First Aider for Mental Health for Staff

Helen Francis: Deputy Headteacher / Deputy DSL / SENDCo / Attendance Champion

Claire Jones: Deputy DSL / Learning Support Mentor / Early Help co-ordinator / First Aider for Mental Health for children

Lois Cartledge: PSHE lead ensuring coverage and implementation of mental health in lessons and special days

Hazel Maher: Named Governor overseeing children and staff's mental health and well-being

Early Identification and Warning Signs

All staff at SMB are vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil is experiencing mental health or emotional well-being issues. These warning signs should be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated staff for safeguarding and mental health, as well as record on CPOMS.

Possible warning signs include:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity or mood
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Teaching

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

The specific content of lessons will be determined by the specific needs of the cohort, but we also use the PSHE Association Guidance to ensure that we teach mental health and emotional well-being issues in a safe and sensitive manner.

Alongside the curriculum, we use 'Zones of Regulation' which helps children to recognise their feelings and give them strategies to move back to a calm zone.

We also have; trained Peer Well-Being Champions who run a weekly lunchtime club for any pupil to attend; Play Leaders to enhance playtime provision; ICONS Ambassadors who promote peace, reconciliation and forgiveness among their peers.

Strategies, approaches and targeted support

Pupil-led activities

- Peer well-being champions leading the well-being club.
- Assemblies to raise awareness of mental health

Transition support

- Support for vulnerable children, for example small group work with Mrs Jones, Time to Talk groups, Speech and Language Therapy (SALT)
- Transition meetings with parents/carers and relevant staff
- Transition booklets for new starters and children moving up through the school
- Key adults supporting High School visits with vulnerable pupils

Class activities

- Feelings check ins
- Zones of Regulation activities
- Worry boxes
- 'Ows and wows' books in reflection time
- Mindfulness/breathing activities

Whole school

- Collective Worship themes/school values
- Whole school reading book at the start of each year
- Mental Health awareness days and weeks

Targeted Support for individuals

- Help with attendance issues related to EBSA
- Early Help to support the whole family
- Education Psychology service
- Specialist Teaching Service
- RISE
- Mental Health in Schools Team (MHST)

Training

Whole school training in safeguarding, protective behaviours, attachment and trauma, emotion coaching and positive handling.

Teachers trained in Protective Behaviours.
Key staff training in Mental Health.
Opportunities for parent/carer training

Working with and supporting parents and carers

We recognise the important role parents and carers have in promoting and supporting the mental health and well-being of their children and therefore are keen to work alongside families to improve any difficulties their children may have.

We are mindful that hearing about issues can be upsetting and distressing. Where possible, we aim to discuss this with parents and carers face to face, but if not possible, will utilise other methods of communication to ensure that the messages are shared without unnecessary delay.

Mrs Jones is trained in Early Help and can offer support around the whole family and signpost families to relevant sources of information and support.

Managing disclosures and confidentiality

A pupil may choose to disclose concerns about themselves, or a friend, to any member of staff. The response will be calm, supportive and non-judgemental.

Staff will sensitively make pupils aware that they will share disclosures with the DSL/Mental Health Leads, and parents/carers when appropriate.

By sharing disclosures with a colleague ensures one single member of staff isn't solely responsible for the pupil, helping to safeguard staff emotional well-being.

Disclosures will be recorded confidentially on the CPOMS system.

Parents/carers will be informed, but pupils may also choose to tell their parents/carers themselves.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents/carers should not be informed, but the child protection procedures should be followed.

Local and National sources of support

[Coventry and Warwickshire RISE](#) – NHS services providing emotional and mental health services for children and young people in Coventry and Warwickshire (CAMHS)

[Warwickshire Mental Health Support](#) – A range of websites with support and advice

Crisis contacts

999 – Emergency services

111 – Professional health advice 24/7

[Samaritans](#)

116 123 – Freephone 24/7

Review

This policy will be reviewed every 2 years. Next review date – September 2025