



**COLESHILL** *C of E*  
**PRIMARY SCHOOL**  
AND **NURSERY**

## **MENTAL HEALTH AND WELLBEING POLICY**

Policy developed by: Jessica Rutherford

Committee: Full Governing Board

Date of adoption: February 2019

Chair of committee signature:

Frequency of reviews: Annual

Reviews:

| <b>Date of Review</b> | <b>Chair of Governors</b> |
|-----------------------|---------------------------|
| 18.05.2020            | Carl Hindle               |

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

## 1. The School Vision

Our school's purpose is built upon the fundamental principle that **every child matters to God** and has the right to be treated with dignity, learn about their innate worth and understand their unique value and place in God's world. We provide positive opportunities for all children to experience a community living out Christian values and making choices which lead to **hope, aspiration and fulfilment**.

We believe our school should be **a place where we all want to be**; a place where children feel safe and secure, where God's love is reflected in our care for every individual. We nurture our community, ensuring **children flourish** physically, mentally, emotionally and spiritually thereby achieving their potential. As a church school we find inspiration in the life and teachings of Jesus Christ, celebrating the diversity around and amongst us and applying our understanding of tolerance and respect.

Our curriculum is about **bringing engagement, fun and enthusiasm to learning**. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. **Our high expectations develop character** and pride in our identity as Coleshill Church of England Primary School preparing every child for their future.

### 1.1 The School Vision Seen Through this Policy

Coleshill Church of England Primary School & Nursery is part of the Birmingham Diocesans Multi-Academy Trust (BDMAT). All staff and governors aim to make the school a place where Christian love and commitment are expressed in everyday life. We aim within the curriculum to ensure that planned lessons and teaching **brings engagement, fun and enthusiasm**. Our curriculum is designed to give a broad and balanced learning experience for all our children and equip them fully for the next stage in their education.




Coleshill C of E Primary School is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity for all staff and young people.

## 2. Introduction

Our intent at Coleshill Church of England Primary within 'Mental Health and Wellbeing' is to produce:

*'A child that knows everyone has mental health and well-being and that this is an ever changing scale.'*

They will have developed their resilience skills to cope with the demands of day-to-day life.

-  They will be equipped with a skillset that they can apply to challenging situations as and when they arise in a positive way.
-  They will be able to recognise the signs and symptoms of their own mental health and well-being
-  They will know how, when and who to ask for support.

Positive attitudes to mental health and wellbeing are fostered through carefully designed teaching activities during PSHE sessions and whole school provision. The need for pupils to recognise their own mental health and wellbeing status reading and actively choose to read for different purposes informs this provision. Mental health and wellbeing celebrations such as World Mental Health Day are used to emphasise the importance of mental wellbeing and encourage pupils to share their emotions at home with their parents.

### **3. Scope**

This policy should be read in conjunction with our SEND policy and Inclusion Policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying policies. It should also sit alongside child protection procedures currently in place. This policy has been adapted to take account of recent school closures due to Covid-19 and the effects this time will have had upon the mental health and wellbeing of those who attend Coleshill C E Primary School

### **4. Lead Members of Staff**

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

- ✚ Matthew Edwards - Designated child protection / safeguarding officer / Headteacher
- ✚ Alison Currin - Designated child protection / safeguarding officer / Deputy Headteacher
- ✚ Estria Hodges - Designated child protection / safeguarding officer for EYFS
- ✚ Kirsty Day - Designated child protection / safeguarding officer for Kids Club
- ✚ Jessica Rutherford - Mental Health and Emotional wellbeing lead
- ✚ Emma Hughes - SENCO
- ✚ Michaela Thompson & Elisse Anson – Emotional Literacy Support Assistant
- ✚ Sue Thomas - SENCO Teaching Assistant

### **5. Teaching about Mental Health**

The skills, knowledge and understanding needed by our students to keep themselves 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 we're teaching but we will also use the PSHE Association Guidance and Protective Behaviours to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

#### **5.1 Targeted support**

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- ✚ Circle time approaches or 'circle of friends' activities.
- ✚ Targeted use of emotional literacy resources.
- ✚ Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- ✚ Managing emotions resources such as 'the incredible 5 point scale'
- ✚ Primary Group Work/Mental health and wellbeing groups
- ✚ Therapeutic activities including art, Lego therapy and relaxation and mindfulness techniques.

The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties Questionnaire
- Emotional literacy scales
- Pupil voice

#### **5.2 Provision following school closures**

- ✚ Daily PSHE lessons will be delivered in order to fully support the children in establishing a new 'normal'.

- ✚ Significant timetable adjustments with a huge emphasis on PSHE activities with a scale to build upon as appropriate in line with the children's needs.
- ✚ A daily diary activity that allows children to express their emotions
- ✚ Mindfulness activities
- ✚ A safe space for children to access as required
- ✚ Access to an adult for those needing time to talk (All staff are now Level 2 qualified in Understanding Children and Young People's Mental Health)
- ✚ Flexibility in transitions from home to school (for example a different start time)
- ✚ Clear communication between children and their parents/carers with staff
- ✚ Access to outdoor learning
- ✚ An adaption to our behaviour policy to accommodate this period of transition
- ✚ Personalised behaviour plans
- ✚ Personalised reward systems
- ✚ Signposting for families to agencies offering support

## 6. Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support. By identifying needs and monitoring early warning signs will ensure that all staff are aware of measures to track the wellbeing of their pupils. These will be aimed at identifying a range of possible difficulties including:

- |                               |                        |
|-------------------------------|------------------------|
| • Attendance                  | • Family circumstances |
| • Punctuality                 | • Recent bereavement   |
| • Relationships               | • Health indicators    |
| • Approach to learning        | • Anxiety              |
| • Physical indicators         | • Separation anxiety   |
| • Negative behaviour patterns |                        |

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate. Possible warning signs include:

- |   |  |
|---|--|
| • Changes in eating / sleeping habits                         | • Repeated physical pain or nausea with no evident cause |
| • Becoming socially withdrawn                                 | • An increase in lateness or absenteeism                 |
| • Changes in activity and mood                                | • A change in eating habits                              |
| • Talking or joking about self-harm or suicide                | • Constant need for adult attention                      |
| • Expressing feelings of failure, uselessness or loss of hope | • A change in emotional behaviour                        |

## 7. Working with Parents

In order to support parents we will:

- ✚ Highlight sources of information and support about mental health and emotional wellbeing on our school website
- ✚ Share and allow parents to access sources of further support e.g. through parent forums/ support groups.
- ✚ Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.

- ✚ Make our emotional wellbeing and mental health policy easily accessible to parents
- ✚ Share ideas about how parents can support positive mental health in their children.
- ✚ Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.
- ✚ Working with other agencies and partners. As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:
  - The school nurse
  - Educational psychology services
  - Behaviour support through Specialist Teaching Service/ Educational Psychologist
  - Paediatricians
  - CAMHS (child and adolescent mental health service) / RISE
  - Counselling services
  - Family support workers

## **8. Training**

As a minimum, all staff will receive regular 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 Key Safeguarding Suite portal provides online training suitable for staff. Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Staff have undertaken the following CPD in order to meet the need of our children as we transition back into education following school closures:

- Level 2 qualified in Understanding Children and Young People's Mental Health provided by North Warwickshire and South Leicester College
- Attachment in the Early Years – provided by The Open University
- Adverse Childhood Experiences (ACEs) – provided by ACEs Online Learning
- Mental Health and Bullying – Provided by the Anti-bullying Alliance
- Supporting Emotional Wellbeing Webinar – Provided by Warwickshire Educational Psychology Service