



Mental Health and Wellbeing Policy

Date Written: October 2020

Date Approved by Governing Body:

Date to be reviewed:

Policy Statement

At Pear Tree Community Junior School, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and our approach with our core values of *Trust, Care and Grow*, where each individual and contribution is valued.

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

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others Providing opportunities to reflect.
- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder.
- Specialised support for pupils going through recent difficulties including bereavement.

Lead Members of Staff

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

- Andrew Sharp - Headteacher
- Arvinder Badwal - Mental Health and Wellbeing Lead
- Nicola Black- Designated Safeguarding Lead/Nurture Lead/Wellbeing Team Support
- Donna Burdis - Deputy Designated Safeguarding Lead/Learning Mentor/Wellbeing Team Support
- James Ozmen – Wellbeing Team Support
- Aisha Saleem – Wellbeing Team Support
- Natalie Bethell – Designated Safeguarding Lead
- Jill Wilkinson – Lead governor for Mental Health

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 Personal Development Curriculum which includes 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 Matters by Derbyshire County Council and guidance from the Anna Freud foundation to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted support

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

- Wellbeing groups
- Mentoring/coaching work

- Therapeutic activities including art, 'Lego therapy', 'Drawing and Talking', relaxation and mindfulness techniques.
- Managing emotions resources

Assessment

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

- Evolve Well-being Compass
- The Leuven scale
- Boxall Profile

Identifying needs and Warning Signs

All staff will have the opportunity to share and concerns they have for children in their class during a weekly Year Group meeting, which a member of the Well-being Team will also attend. They will consider a range of possible difficulties including

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

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
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking 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

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.
- 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 or Educational psychology services

- Behaviour support through Oakfield pupil referral unit
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- Therapists

Training

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 MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

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.