



**Scapegoat Hill and
Linthwaite Clough Federation**

Wellbeing Policy

Federation Vision

**Across SLCF we are a community of confident, creative learners
thriving together in a rich, inclusive environment
that raises the aspirations of each unique child.**

**We value - respect, honesty,
creativity and confidence,
feelings and inclusion**

Reviewed by Governors February 23

Approved by Governors _____

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Mental Health & Well-Being Policy

Why Mental Health and Well-Being is Important

At Scapegoat Hill and Linthwaite Clough schools, we aim to promote positive mental health and well-being for our whole school community; children, staff, parents and carers, and recognise how important mental health and emotional well-being is to our lives in just the same way as physical health. We link mental wellbeing with personal development and self-awareness. Elements we believe to be essential for children to be successful in school and the wider community.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age.

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

All children go through ups and downs through their school career and some face significant life events. About 10% of children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on their quality of life, relationships and academic achievement.

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

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 well-being and can help engender a sense of belonging and community.



Our role in school is to ensure that they are able to manage times of change and stress, be resilient, are supported to reach their potential and 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 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 well-being, we recognise the importance of promoting staff mental health and well-being. We actively promote referrals to the Employee Health Care Service within Kirklees.

Purpose of the Policy

This policy sets out

- how we promote positive mental health
- how we prevent mental health problems
- how we identify and support children with mental health needs
- how we train and support all staff to understand mental health issues and spot
- early warning signs to help prevent mental health problems getting worse
- key information about some common mental health problems
- where parents, staff and children can get advice and support



Definition of Mental Health and Well-Being

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 well-being 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

A Whole School Approach to Promoting Positive Mental Health

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

This encompasses seven aspects:

1. creating an ethos, policies and behaviours that support mental health and resilience that everyone understands
2. helping children to develop social relationships, support each other and seek help when they need to
3. helping children to be resilient learners
4. teaching children social and emotional skills and an awareness of mental health
5. early identification of children 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 resilience

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues. We aim to be a 'talking school' with an 'Open Door Policy'.

Supporting Children' Positive Mental Health

We believe we have a key role in promoting children' positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including;

- Building strong partnership with Mental Health Support Trust (MHST)
- Project Sport using school for holiday clubs

- Connections with the Colne Valley Aspire Hub
- Financial support through the Colne Valley Household Fund.
- Assemblies to raise awareness of mental health
- Support for vulnerable children, Ladder Group, MHST, SALT
- Transition meetings with parent/carers, children and relevant staff
- Transition Support – workshops for year 6
- Key Adults support secondary school visits with vulnerable children
- Giving children ownership over their learning and responsibility around school

Class Activities

- Worry boxes
- I wish my teacher know box
- Regulation stations
- Mindfulness and breathing/meditation in class
- Classroom rules and rewards
- Zones of Regulation



Whole School Clough

- Positive relationships with and between children, children and adults
- Wellbeing Champion and team
- Social & Emotional Aspects of Learning SCARF
- Anna Freud Schools in Mind resources
- Parent workshops with our Parent and Community workshop
- Strong relationships with vulnerable families
- Surveys of stakeholders that include questions on how well wellbeing is considered for different groups

Small Group Activities

- Small friendship, social skills groups
- Mrs Barker's Lunch Club
- Calm Room for those children who are finding the classroom overwhelming
- support small group work such as Time To Talk; phonics Bug Club
- Individual 1 to 1 work – phonics; 5 minute box
- National Tutoring Programme



Teaching about Mental Health and Emotional Well-being is not an add on. It is an integral part of all we do. Links to the curriculum can include:

- PSHE lessons; we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and help reduce the stigma of mental health problems.
- PE; we teach the links between the physical and mental wellbeing.
- Promoting our values of respect, confidence and feelings through

lessons and assemblies, clubs and educational visits.

Key Stage 1 and Key Stage 2 children learn to explore feelings through SCARF topics:

- Safety
- Caring
- Achievements
- Resilience
- Friendship

Our approach is to:

- provide a safe environment to enable children to express themselves and be listened to
- ensure the welfare and safety of children as paramount
- quickly identify needs of children and barriers to learning
- 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

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Identify individuals that might need support
- being in partnership with MHST
- carry out regular 'buddy chats' with all children; enabling children to raise concerns to class teacher and support staff
- home visits to families with children that avoid school
- analysing behaviour, exclusions, requests to speak to adults for buddy chats, attendance and Behaviour Forms / Anti-Bullying Forms

- standing agenda item at phase meetings to discuss any causes for concern and safeguarding
- CPD for all staff – emotion coaching, de-escalation techniques; zones of regulation
- pupil surveys at the end of year 6
- staff report concerns about individual children to the Inclusion Manager/SENCO/Designated Safeguarding Team
- worry boxes in each class for children to raise concerns which are checked by the class teacher
- weekly staff briefing for staff to raise concerns about individual children
- gathering information from a previous school at transfer or transition
- parental meetings - enabling parents and carers to raise concerns through the school class teacher or to any member of staff - we have an 'Open Door Policy'
- drop-ins with School Nurse or Educational Psychologist

Signs staff look out for that may indicate poor mental health:

- non-verbal behaviour
- isolation from friends and family and becoming socially withdrawn
- changes in activity or mood or eating/sleeping habits
- lowering academic achievement
- talking or joking about self-harm or suicide
- expressing feelings of failure, uselessness or loss of hope
- an increase in lateness or absenteeism
- not wanting to do PE or get changed for PE
- drug or alcohol misuse
- physical signs of harm that are repeated or appear non-accidental
- wearing long sleeves in hot weather
- repeated physical pain or nausea with no evident cause

Staff are aware that mental health needs such as anxiety might appear as noncompliant, 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. A risk assessment and plan will be made.

Individual Care Plans

When a child has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the child, parents/carers, and relevant professionals.

Suggested elements of this plan include:

- Details of the child's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency
- The role of the school and specific staff

Verbal Disclosures by Children

We recognise how important it is that staff are calm, supportive and non-judgmental to children who verbally disclose a concern about themselves or a friend. The emotional and physical safety of children is paramount and staff listen rather than advise. Staff are clear to children that the concern will be shared with the Inclusion Manager/Designated Safeguarding Team and recorded in order to provide appropriate support to the pupil.

Non-Verbal Disclosures by Children

Staff also recognise persistent and unusual non-verbal disclosures in behaviours in line with the NICE (National Institute for Health & Care Excellence) recommendation that behaviour may be an unmet need or message.

Confidentiality

All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

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 understand about possible risk factors that might make some children more likely to experience problems; such a 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 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.

Training and CPD

As a minimum, all staff will receive training about recognising and responding to mental health issues, but also, as part of their regular child protection training, to enable them to keep children safe. A nominated member of staff will receive professional Mental Health training, which has started and is ongoing at the time of this policy being written.

All current staff, and some governors, are signed up to the Raising Attainment with Wellbeing. A programme of study that supports a better understanding of issues around mental health and how to support children to improve, therefore improving their chance of success and attainment.

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 child.

Where the need to do so becomes evident, we will host twilight training sessions for all staff and governors to promote learning or understanding about specific issues related to mental health.

As part of the Mental Health Support Trust, both schools have access to one and a half days free training which will be built into our CPD plan for each year.

The school's Mental Health Team includes

SENCO / Inclusion Manager, Designated Safeguarding Lead, Senior Mental Health Lead, Wellbeing Champion, Emotional Literacy Support Assistant, children from the school council and a governor.

The purpose of the team is to

- leads on and work with other staff to coordinate whole school activities to promote positive mental health
- provides advice and support to staff and organises training and updates
- keeps staff up-to-date with information about what support is available
- liaises with the PSHE/RSHE Leader on teaching about mental health
- is the first point of contact and communicates with mental health services
- leads on and makes referrals to services

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.

Support includes:

- Inclusion Manager
- Safeguarding/Child Protection Team
- Support staff to manage mental health needs of children

- SENCO 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.
- Mental Health Support Trust
- Northorpe Hall
- School nurse
- CAMHS core meetings to support staff to manage mental health needs of children

Links to other Policies

This policy links to our policies on Safeguarding, Inclusion, Looked After Children, Anti-Bullying, Behaviour and Discipline, Personal Social Health Education (PSHE), Sex and Relationships Education (SRE) and Special Educational Needs and Disabilities (SEND) Policy.

Links with the Behaviour and Discipline Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need. We consider behaviour to be a message – children are trying to tell us how they feel and that they need help.

Useful websites

Kirklees Local Offer

Anna Freud

NSPCC

DFE

MIND

PHSE Association

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing>

NHS

<https://www.nhs.uk/nhs-services/mental-health-services/mental-health-services-for-young-people/>