



'Working and growing together'

Mental Health and Wellbeing Policy

Date	Review Date	Written By
September 2021	September 2022	Paul Quarry

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

Statement aims

At Fitzwilliam Primary 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 is respectful and kind, where each individual and contribution is valued.

In 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.

At our school we:

- Help children to understand their emotions and feelings better;
- Help children feel comfortable sharing any concerns or worries;
- Help children socially to form and maintain relationships;
- Promote self-esteem and self-worth and ensure children know that they count;
- Encourage children to be confident and have a sense of self-worth;
- Help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school values (respect, responsibility, resilience and recognition) and encouraging a sense of belonging, for pupils and staff;
- Promoting pupil voice and giving pupils and staff 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 on learning and experiences;
- Prioritising workload reduction for staff;
- Access to appropriate support to meet needs for pupils and staff.

We pursue our aims through:

- Universal, whole school approaches;
- Support for pupils and staff going through recent difficulties including bereavement;
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties;
- Signposting resources to support with mental health and wellbeing where necessary.

This policy should be read in conjunction with our Safeguarding Policy and our SEND 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, PSHE (Personal, Social, Health, Economic), RSE (Relationships and Sex Education) and SMSC (Spiritual, Moral, Social and Cultural development) policies.

Lead Members of Staff

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

- Mr Paul Quarry - Designated Safeguarding Lead / Designated Teacher for CiC / Headteacher
- Mrs Tracey Morgan - Deputy Safeguarding Lead / Inclusion Manager and Mental Health and Wellbeing Lead
- Mr Tim Downes – Deputy Safeguarding Lead / Deputy Headteacher
- Miss Vikki Scott - Deputy Safeguarding Lead / SENCo

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 PSHE and RSE 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 to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

We also celebrate Mental Health and Wellbeing throughout the school year by raising awareness during awareness weeks and days.

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 PSHE resources;
- Managing feelings resources e.g. 'worry boxes';
- Managing emotions resources such as 'the incredible 5 point scale';
- Group Work/Mental health and wellbeing groups;
- Therapeutic activities including art, lego, relaxation and mindfulness techniques and therapies.

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

- Strengths and Difficulties questionnaire;
- Resilience framework
- The Boxall Profile;
- Emotional literacy scales

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.

Identifying needs and Warning Signs

All staff will be made aware, through a weekly children of concern meeting, of children who are experiencing 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 that 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 Safeguarding Lead or the Mental Health and 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 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 services;
- Paediatricians;
- CAMHS (child and adolescent mental health service);
- Counselling services;
- Family support workers;
- Therapists.

Working with parents

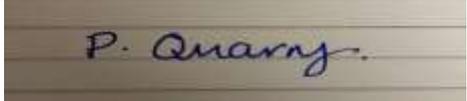
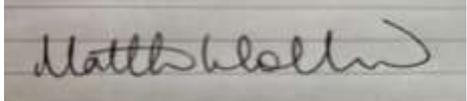
In order to support parents we will:

- 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 RSE and share ideas for extending and exploring this learning at home via newsletters, Twitter, Seesaw and the school website.

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues, including looking out for signs of suicidal thoughts, as part of their regular child protection training in order to enable them to keep students safe.

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.

Policy Agreed by Headteacher:	Paul Quarry
	6.9.21
Policy Agreed by Chair of Governors:	Matthew Holland
	19.9.21