

Swaffham Primaries Partnership

Working within DEMAT and together across Swaffham Prior and Bulbeck.

‘A chord of three strings is not easily broken.’ Ecclesiastes.



Well-Being Policy

Date Approved: November 2022

Date for Renewal: November 2024

Swaffham Bulbeck Vision

We are a welcoming, inclusive Church school which fosters a love of learning through collaboration. Our Christian values support the nurture and development of relevant knowledge and skills for today's world. As everyone's voice is valued, so everyone flourishes as individuals to reach their potential and to "Shine Brightly"

"Let your light so shine before others that they may see your good works and give glory to your Father who is in heaven."

Matthew 5:16

Swaffham Prior Vision

At Swaffham Prior School, every child can grow and flourish in their learning, produce good things for their own lives and enrich the lives of others. Information, experiences, ideas and feelings are sown not just in lessons but in the whole experience of living and growing together as a community so that children recognise their own gifts and abilities and value the gifts and abilities of others.

"It came up and yielded a crop, a hundred times more than was sown." Luke 8:5-8

Why Mental Health and Well-Being is Important

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."

At our school, we aim to promote positive mental health and well-being for our whole school community; pupils, 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 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 pupils 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. **The Centre for Mental Health identifies that one in six school children has a mental health problem and this can have an enormous impact on their quality of life, relationships and academic achievement.** This is an alarming rise from one in ten in 2004 and one in nine in 2017(NHS digital 2020).

The Department for Education (DfE) recognises that: **"in order to help their pupils 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 pupils 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 pupils 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 pupils are valued
- pupils have a sense of belonging and feel safe
- pupils feel able to talk openly with trusted adults about their problems without feeling any stigma
- positive mental health is promoted and valued

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

Purpose of the Policy

- Promote positive mental health in all staff and pupils
- Increase understanding, awareness and key information about common mental health issues
- Provide support to pupils struggling with poor mental health and extend this support to their peers and parents/carers
- Provide support and training opportunities for all staff working with young people so that they may feel confident about recognising
 - the early warning signs of poor mental health.
- Direct staff, pupils and parents to the appropriate place for advice and support for mental health issues within school and outside of school.

A Whole School Approach to Promoting Positive Mental Health

We take a whole school approach to promoting positive mental health that aims to help pupils 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 pupils to develop social relationships, support each other and seek help when they need to
3. helping pupils to be resilient learners
4. teaching pupils social and emotional skills and an awareness of mental health
5. early identification of pupils 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 ‘talking schools’ with an ‘Open Door Policy’.

Roles and Responsibilities

Whilst all staff have a responsibility to promote the mental health of pupils, staff with a specific role include:

- Helen Bartley-Designated Safeguarding Lead
- Deputy Designated Safeguarding Leads: -Donia Mercer -Susie Sugg -Helen Alvarez.
- Mental Health Champions
- Mental Health First Aid Trained Staff
 - Jenny Bridgeman
 - Megan Ashwell
 - Katie Bellwood
 - Rachel Holt-SENCO. Add on any more staff

Any member of staff who is concerned about the mental health or wellbeing of a pupil or a colleague should speak to a member of the lead team in the first instance. If there is a fear of immediate danger or harm then normal child protection procedures should be followed with an immediate referral to the DSL or DDSL.

Concerns for immediate welfare of a parent and/or child If all school DSL staff are unavailable then contact <https://www.cambridgeshire.gov.uk/residents/children-and-families/children-social-care/safeguarding-children-and-child-protection> Or phone: 0345 045 5203.

With regard to staff mental health concerns, contact must be made with the emergency services if deemed appropriate or contact with NHS Emergency Mental Health Line NHS 111. Where a referral to an external agency is appropriate this will be led and managed by the Head and member of the Lead Team.

We recognise that many behaviours and emotional problems can be supported within the school environment or with advice from external professionals.

Supporting Pupils Positive Mental Health within school

We believe we have a key role in promoting positive mental health and helping to prevent mental health problems.

In-Support includes:

- Wellbeing Coordinator
- Safeguarding team
- SENCO
- Teaching and Support staff

Our school has developed a range of strategies and approaches including;

- One to one check-ins
- Campaigns and assemblies to raise awareness of mental health
- Transition Support
- Drawing and Talking Programme
- Resilience groups
- Friendship Group
- Ten Keys to Happiness Programme
- Mindfulness and calm breathing, Five finger breathing technique
- Wellbeing Board

Through PSHE we teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems.

External-Support includes:

- Therapeutic Support: Acorn Project; Blue Smile; Younited CAMH; Cambridge Play/Art Therapist- Emma Moat Centre 33, Ormiston Families
- Education Inclusion Family workers accessed via EHA Referral
- Emotional Health and Well-being Service
- GP
- School Nurse

Supporting Staff Wellbeing and Mental Health within school

- Staff wellbeing Survey -carried out annually
- Wellbeing Information on notice board in the staffroom
- Opportunities for Mental Health CPD
- Signposting for mental health support: <https://www.mindsahead.org.uk/ways-to-get-online-mental-health-support-for-teachers-and-students/>
- Employee Assistance programme – employeeassistance.org.uk
- Schools Advisory Service

Managing disclosures

A pupil, parent or staff member may choose to disclose concerns about their own mental health or that of a friend to a member of staff and in such a case the member of staff's response should always be calm, supportive and non-judgemental. All disclosures should be recorded on CPOMS. All records should include:

- The name of the staff member to whom the disclosure was made
- Main points and facts of the conversation
- Agreed next steps/actions to be taken.

Confidentiality

We should be honest with regards to the issue of confidentiality. It ensures continuity of care in our absence and provides an extra source of ideas and support. Parents should be informed if a child is self-harming, talking of self-harm saying they are being bullied or expressing low mood. If a child gives us reason to believe that there may be underlying child protection issues, abuse or neglect parents should not be informed but the child protection officers/DSL team must be informed immediately. If it is necessary for us to pass our concerns on about a pupil, we should discuss with the pupil the following:

- Who we are going to talk to –
- What we are going to tell them –
- Why we needed to tell them It is always advisable to share disclosure with a member of the lead team to help safeguard our own emotional wellbeing

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the pupil, other members of staff.
- What are the aims of the meeting?

Guidelines for meeting with parents

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation.

- We should be accepting of this and give the parent time to reflect. We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing.
- Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.
- We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information.
- Finish each meeting with an agreed next step and always keep a brief record of the meeting on CPOMS and share minutes with parents.

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents, we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child
- Make our 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

Sources of Support for children with mental health needs outside of school professionals may include:

- <https://www.kooth.com/>
- <https://www.youngminds.org.uk/>
- <https://www.annafreud.org/>
- <https://giveusashout.org/>
- <https://harmless.org.uk/>
- <https://calmharm.co.uk/>

Some good website for staff who wish to learn more about mental health are:

- www.mentallyhealthyschools.org.uk
- <https://www.place2be.org.uk/>
- www.annafreud.org/training
- www.minded.org.uk

Training opportunities for staff will be considered as part of our performance management process and additional CPD will be supported where it becomes appropriate due to developing situations with pupils within the school.