



# Radleys Primary School: Mental Health and Wellbeing Policy

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## Development Process

This policy was written in consultation with parents, teachers and other school staff, governors and the pupils at Radleys Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

The policy will be reviewed initially after its first year and then three-yearly.

When was the policy adopted: **March 2021**

When will the policy be reviewed (1): July 2022 (to monitor the embedding of the policy)

When will the policy reviewed (2) : July 2025 - proposed

When will the policy be reviewed (3): July 2028 - proposed

*Signed: ..... Head Teacher*

*..... Governor*

## **Policy Statement**

At Radleys 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.

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.

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 ensure children know that they count.
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks. 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
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder.

## **Scope**

This policy should be read in conjunction with our Medical 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, and PSHE and safeguarding policies. It should also sit alongside child protection procedures.

### **Lead Members of Staff**

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

- Mrs Copley/Mrs Fitzpatrick- Designated child protection / safeguarding officers
- Mrs Fitzpatrick- Mental Health and Emotional wellbeing lead
- Miss Hollender- Family Support Worker

### **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 alongside the 'SCARF' scheme of work to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner whilst also delivering all Statutory content to our children prior to starting kS3.

### **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 SCARF resources.
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Managing emotions resources such as 'the incredible 5 point scale' o Primary Group Work/Mental health and wellbeing groups
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.

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

- Strengths and Difficulties questionnaire
- The Boxall Profile
- SCARF assessments

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 complete termly wellbeing trackers on their pupils aimed at identifying a range of possible difficulties including:

- Attendance
- Punctuality
- Relationships

- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement

### **Health indicators**

These are colour coded (RAG rated) to aid identification. 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.

### **Mental Health of Adults**

The mental health of our staff and community is a priority to Senior Leadership and Governors.

Around one in four adults in England will have at least one common mental health condition, with women more likely to experience common conditions than men. Only around a quarter of those with a common mental health condition were receiving treatment for their condition.

It is thought about one third of all children live with a parent with a mental health issue, 7% of which live in lone-parent households. For some, the presence of mental ill health may have little or no impact on the day to day parenting that they receive, with the child remaining safe and feeling loved and valued. For others however the impact may be more significant, meaning that the child requires help and support to understand what is going on and reduce the impact on their development.

As a result of parental mental ill health, children may:

- be young carers
- have been neglected as their parents cannot look after them
- be teased and bullied by peers
- be experiencing periods of separation from parents who have to leave the home for treatment
- experiencing or previously experiencing emotional abuse

School staff may observe that a child may:

- be tired
- be worried about what is happening at home
- present with poor/dirty clothing
- appear underfed
- show signs of distress
- show signs of their own poor mental health
- demonstrate poor emotional responses to stressful situations
- appear isolated

The school can help young people by understanding that poor behaviour may be due to stressors at home and a cry for help.

### **What staff should do**

- Listen to the child – what is life like for them, what are their fears, worries and wishes?
- Create an open environment – avoid jumping to conclusions about what their life must be like. Not all children are affected by their parent's mental ill health.
- Understand what other things may be present – for example what additional stressors may be present in the family (e.g. financial, relationship, abuse, substance/alcohol misuse etc.).
- Look at what adaptations you can make to support young carers.
- Create safe places / check the child has safe relationships – where do they go to get help and support?

### **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
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services and Talking therapies
- Family support workers (on-site and through Local Authority)

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. There is increasing free online training suitable for staff wishing to know more about a specific issue including that through SCARF. 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.