
	WHISTON WILLIS PRIMARY ACADEMY		
	MENTAL HEALTH & WELL-BEING POLICY See also: Safeguarding & Child Protection Policy, Anti-Bullying Policy Behaviour		
Lead Responsibility	DSL - J.Watkins	Safeguarding Governor-B.Atherton	Date: Adopted September 2023 and adopted November 2023
Review date	November 2025 or sooner		

MISSION STATEMENT

Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.

We believe that all members of our School community should reach their full potential academically, socially and emotionally.

We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.

Learning is a lifelong journey and we strive for all children to enjoy learning; leading to independent, motivated 'Lifelong Learners' who are prepared to face the modern day wider world with enthusiasm.

1. THE IMPORTANCE OF MENTAL HEALTH AND WELL-BEING

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. Research suggests that approximately 10% of children aged between 5 and 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 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 pupil'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 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
- bullying is not tolerated In addition to children's well-being, we recognise the importance of promoting staff mental health and well-being and we have a separate policy dedicated to this.

2. PURPOSE OF THIS POLICY

This policy sets out

- how we promote positive mental health
- how we prevent mental health problems
- how we identify and support pupils 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 pupils can get advice and support

3. 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 their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their 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](#)

Our whole school wellbeing plan focuses on the five ways to [wellbeing](#).

Each half term we are focusing on one of the ways to wellbeing. Each week, we will carry out activities linked to the focus. Our focus for Autumn 2 is Connect.

The aim is to adopt a whole school approach to wellbeing by involving staff, pupils and our school community in activities to promote ways of supporting our own and each other's wellbeing.

Each year in Autumn 1 we will introduce/revisit the 5 Ways to Wellbeing. World Mental Health Day will be used as a further opportunity to develop this understanding at an overall level. To deepen understanding for our children in each separate area, each half term from Autumn 2 to Summer 2 we will take part in 6 weeks of Wellbeing activities. These will focus on the 5 ways to wellbeing – Connect, Keep learning, Take Notice, Be Active and Give. We will work on a 6 week cycle and each term will follow the same cycle just with alternative activities relating to the wellbeing selected that term. At the start of each term, children from each year group will make a short video outlining what the topic of that term will be and what activities they can take part in at home. All of these activities will take place on a Wednesday (apart from Week 1 assembly) and as teachers we can tweet #WWPAWellbeingWednesday

This encompasses:

- creating an ethos, policies and behaviours that support mental health and resilience that everyone understands
- helping pupils to develop social relationships, support each other and seek help when they need to
- helping pupils to be resilient learners
- teaching pupils social and emotional skills and an awareness of mental health
- early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services
- effectively working with parents and carers
- 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'.

4. 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 pupils 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. These can include and is not exhaustive: a physical long-term illness, ACES, having a parent who has a mental health difficulties, bereavement, young carer, loss of friendships, a family breakdown, SEN needs and bullying. The staff also understand the factors that protect children from adversity, such as self-esteem, positive communication, developing problem-solving skills, a sense of worth or belonging and emotional literacy.

The school's Mental Health Well-Being Team (Principal, Designated Safeguarding Lead, SENCO, Learning Mentors, Mental Health Lead, Mental Health First Aiders) are responsible for:

- Leading and working with other staff members to coordinate whole school activities to promote positive mental health
- Providing advice and support to staff and organises training and updates
- Keeping staff up-to-date with information about what support is available
- Liaising with the PSHE Leader/Mental Health First Aiders on teaching about mental health
- DSL/SENCo being the first point of contact and communication with mental health services

- Leading on and making referrals to services

There are clear links with the Positive Relationships & Behaviour Policy because we believe that behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, is likely to be related to an unmet mental health need and understand that behaviour is a form of communication. **We consider behaviour to be a message.**

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 pupils with mental health needs and their families. Support includes:

- Pastoral Team
- Support staff to manage mental health needs of pupils
- SENCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including pupils whose mental health problems mean they need special educational provision
- PSHE Lead and Mental Health First Aider
- Learning Mentors
- Mental and Health and Wellbeing Lead
- Child and Adolescent Mental Health (CAMHS)
- NHS Mental Health Schools Team (MHST) to provide group work and support for child/Parent/carers and staff
- Autism Outreach
- Educational Psychologist

5. SUPPORTING PUPILS' POSITIVE MENTAL HEALTH AND WELLBEING [Whiston Willis Primary Academy](#)

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

PUPIL-LED ACTIVITIES

- Campaigns and assemblies to raise awareness of mental health Transition Support
- Pastoral Team Transition Workshops across Year 6 in the Summer
- Transition meetings with parent/carers, pupils and relevant staff
- Yearly Transition Passports for vulnerable children
- Transition Passports available for all staff to be aware of vulnerable children's needs
- Key Adults might support secondary school visits with vulnerable pupils • Speech and Language Transition groups
- ASD outreach transition support for parents and children with autism diagnoses
- Wellbeing Monitors

CLASS ACTIVITIES

- KS2 Roar Rainbow and EYFS/KS1 Colour Monsters
- Emotion Coaching
- Mindfulness and breathing/meditation in class
- Classroom scripts and signposting
- Sporting activities
- Sensory circuits and movement breaks

WHOLE SCHOOL

- Personal Development Programme
- Pupil Leadership Team
- KS1 and KS2 Calm Room
- Restorative Practice
- Online Safety lessons
- Mental Health Wellbeing focus threading throughout the school ethos and PSHE curriculum
- Encouraging positives relationships so children can be aware of Trusted Adults around them and where to find support
- Assembly and calendar of Mental Health and Wellbeing themes
- Daily Mile
- Personal Development Displays
- After school clubs
- Small friendship, social skills groups
- Lunch Club support
- Kingfisher Room for those children who are finding the classroom overwhelming
- Nurture Group
- ELSA
- 1:1 Time to Talk-Learning Mentors
- Art Therapy
- Music Therapy
- Relax Kids

TEACHING ABOUT MENTAL HEALTH AND EMOTIONAL WELL-BEING

We use the [Jigsaw PSHCE Framework](#)

Our PSHE curriculum allows pupils the opportunity to explore their attitudes, values and beliefs and to develop skills, language and strategies they need to live healthy, safe, responsible and balanced lives. We aim to provide our children with the relevant and accurate knowledge and opportunities to turn that knowledge into personal understanding. We aim for our pupils to develop positive relationships with themselves and others.

Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development of our pupils to prepare them for opportunities and experiences in later life. The scheme we have chosen to adopt, Jigsaw, covers all aspects of British Values throughout all of its units.

We deliver the PSHE curriculum through Jigsaw. This scheme was carefully selected through clear research due to it meeting the needs of our pupils. The scheme is a progressive and spiral scheme which supports our school pedagogy of over learning and improving long-term memory.

[Early Years](#)

The Early Years Foundation Stage Statutory Framework sets out standards to make sure children aged from birth to 5 learn and develop and are kept healthy and safe. Personal, Social and Emotional Development (PSED) is a prime area of learning.

Our approach is to:

- Provide a safe environment to enable pupils to express themselves and be listened to
- Provide key and trusted adults with an emphasis on relationships
- Ensure the welfare and safety of pupils as paramount
- Identify appropriate support for pupils based on their needs
- Involve parents and carers when their child needs support

- Involve pupils in their care and support
- Monitor, review and evaluate the support with pupils and keep parents and carers updated

6. EARLY IDENTIFICATION

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible and provide a prompt response. We do this in different ways including:

- Identify individuals that might need support
- Working closely with the School Office staff who can be the first point of contact with families seeking support
- Home visits within Nursery to identify needs
- Induction meetings for pupils and families joining after the Reception year
- Analysing behaviour CPOMs and PIVOTS 5 to track children identified as having difficulties
- Pupil surveys and Parent Surveys
- Staff report concerns about individual pupils to the Pastoral Team
- Weekly staff/slt meetings for staff to raise concerns about individual children
- Gathering information from a previous school at transfer or transition
- Parental meetings
- Enabling pupils to raise concerns to class teacher and support staff
- Enabling parents and carers to raise concerns through the school class teacher or to any member of staff - we have an 'Open Door Policy'
- Meetings with outside support services such as CAMHS, SALT, ASD Outreach, Educational Psychologist

All staff have had training on the protective and risk factors (see Appendix 1), types of mental health needs (see Appendix 2) and signs that might mean a pupil is experiencing mental health problems. Any member of staff concerned about a pupil will take this seriously and talk to the Pastoral Team and or Designated Safeguarding Lead.

These signs might include (and not exhaustive):

- 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
- 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 non-compliant, 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.

VERBAL DISCLOSURES BY PUPILS

We recognise how important it is that staff are calm, supportive and non-judgmental to pupils who verbally

disclose a concern about themselves or a friend. The emotional and physical safety of pupils is paramount and staff listen rather than advise. Staff are clear to pupils that the concern will be shared with the Pastoral Team/Designated Safeguarding Lead and recorded in order to provide appropriate support to the pupil.

NON-VERBAL DISCLOSURES BY PUPILS

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.

ASSESSMENT, INTERVENTIONS AND SUPPORT

All concerns are reported on CPOMS to the Pastoral Team, SLT and recorded. We then implement our assessment system based on levels of need to ensure that pupils get the support they need, either from within the school or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating. The Safeguarding Team regularly reviews all processes. All staff are trained to use CPOMS. We recognise that just like physical health, mental health and emotional well-being can vary at any given time and is fluid and changes, there are no absolutes.

7. WORKING WITH SPECIALIST SERVICES

In some case a pupil's social emotional mental health needs require support from a specialist service. These might include anxiety, depression, school refusal and other complex needs. We make links with a range of specialist services, such as CAMHS, Early Help, TPAS, KOOTH, and have contact with the services to review the support and consider next steps, as part of monitoring the pupils' provision.

8. INVOLVING PARENTS AND CARERS PROMOTING MENTAL HEALTH

We recognise the important role parents and carers have in promoting and supporting the social emotional mental health and wellbeing of their children, and in particular supporting their children with mental health needs.

To support parents and carers:

- We provide information and signposting to organisations on our websites on mental health issues and local wellbeing and parenting programmes
- Have an Open-Door policy
- Supporting parents and carers with children with mental health needs through sensitive and supportive regular meetings and signposting
- Philosophy for all staff to build trusting relationships with parents/carers

WHEN A CONCERN HAS BEEN RAISED THE SCHOOL WILL:

- Contact parents and carers and meet with them
- In most case parents/carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as child protection issues
- Offer information to take away and places to seek further information
- Be available for follow up calls
- Make a record of the meeting
- Agree an Action Plan
- Discuss how the parents and carers can support their child

- Keep parents and carers up to date and fully informed of decisions about the support and interventions

Parents/Carers will always be informed if their child is at risk of danger.

We make every effort to support parents and carers to access services where appropriate. Pupils are our primary concern, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs

9. INVOLVING PUPILS

- We seek pupils' views and feedback about our approach and whole school mental health activities through Pupil Voice, surveys, class questions, Pastoral Leadership Team,
- We have a group of pupils on our Pupil Leadership Team
- We have trained Wellbeing Ambassadors to support children in our school

10. SUPPORTING THE SOCIAL AND EMOTIONAL NEEDS OF PUPILS

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in pupils and know what to do and where to get help. Those staff with a specific responsibility have more specialised training and where possible access to supervision from mental health professionals.

We also provide regular 'inhouse' training from the Safeguarding Team on topics such as childhood Adverse experiences, attachment needs and behaviour.

11. MONITORING AND EVALUATION

This policy was produced in conjunction with the whole school. Its effectiveness will be monitored by the SLT and Pastoral Team and reported to the Governing Body.

This policy will be reviewed every two years or sooner if deemed necessary.