



Green Oaks Primary Academy

Mental Health and Well-being Policy

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Policy Statement

At Green Oaks Primary Academy, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

We endeavour to ensure that children are able to manage times of change and stress and aim to ensure that they are supported to reach their potential or to 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.

At our academy, 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.

Responsibilities of the Academy

Early intervention to identify issues and provide effective support is crucial. The academy role in supporting and promoting mental health and wellbeing can be summarised as:

- Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;
- Identification: recognising emerging issues as early and accurately as possible;
- Early support: helping pupils to access evidence based early support and interventions; and
- Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

Teaching about mental health

At Green Oaks, we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising. We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being.
- Adhering to a positive, restorative approach to behaviour management.
- Helping children socially to form and maintain relationships.
- Helping children to feel comfortable about sharing any concerns or worries.
- Teaching children emotional skills and an awareness of mental health so that they understand their emotions and feelings better.
- Promoting self-esteem and ensuring children understand their importance in the world.
- Helping children to be resilient learners and to manage setbacks.

- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Developing an open culture where it's normal to talk about mental health.

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.
- Enabling access to appropriate support.
- Mental Health and PSHE for all year groups
- Wellbeing week and access to information around the school

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.
- Nurture groups to focus on mental health, resilience and wellbeing.

Staff roles and responsibilities, including those with specific responsibility

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

Named Mental Health Lead – Kirsty Clarke (Family Support Worker)

Deputy Mental Health Lead – Laura Wade (SENCO)

Deputy Mental Health Lead – Aaron Campion (Principal and PSHE/RSE Lead)

In their role, these members of staff:

- Lead and work with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Work with the PSHE leader re: teaching about mental health.
- Provide advice and support to staff and organises training and updates.

- Liaise with mental health services and makes individual referrals to them.

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our PSHE curriculum. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Targeted support

The academy 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 SEAL resources.
- Managing feelings resources e.g. 'worry boxes' and 'worry monsters'.
- Managing emotions resources, specifically linked to the Zones of Regulation.
- Therapeutic activities including art, LEGO and relaxation and mindfulness techniques.

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.

Academy Specific Approaches

As well as using the Jigsaw scheme to teach our pupils about being mentally healthy, we also employ other strategies in an attempt to support pupils' mental health:

- Each class has a worry box or worry monster where children can write their worries on a note, place it in the container, and the teacher will triage the response required in order to support that pupil.
- Zones of Regulation. At Green Oaks, we used the Zones of Regulation to allow children to check in twice a day as to what zone they are in. If a child is in the red or yellow zone, a member of staff will check in with them to see if any additional support can be provided.
- Pupil surveys. At two points in the year, the Principal will organise an 'academy happiness survey'. This allows us as an academy to act upon on whole-school concerns or worries in order to ensure children feels safe and happy at school.

Early Identification and Warning Signs

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil 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 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

Assessment, interventions and support

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, class teachers and SENDCO to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

Mental Health and SEND

Mental health problems affect many people, and most schools will have pupils who need some mental health support. We know that where a pupil has certain types of Special Educational Need (SEN) there is an increased likelihood of mental health problems.

Children with autism or learning difficulties, for example, are significantly more likely to have conditions such as anxiety. Children in Need, looked-after children and previously looked-after children are more likely to have SEN and to experience the challenge of social, emotional and mental health issues than their peers. For example, they may struggle with executive functioning skills, forming trusting relationships, social skills, managing strong feelings (e.g. shame, sadness, anxiety and anger), sensory processing difficulties and coping with transitions and change.

As a result, we as an academy often use children's individual education plans to create targets to support these children's mental health.

Working with parents and carers

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the Mental Health Lead for assessment. To support parents and carers we will:

- Provide information online on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.
- Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing.

When a concern has been raised, teachers or the Mental Health Lead and SENCO will:

- Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events.
- Agree mental health care and protection plan where appropriate including clear next steps.
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

Working with specialist services

As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support:

- Educational Psychology Services
- CAMHS (child and adolescent mental health service)
- School Nursing Service

- Children's and Family Services
- Therapists
- Family support workers
- Counselling Services

Training

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 pupils 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.

Linked Policies

For a deeper understand into our PSHE curriculum, please see our PSHE policy.

Appendix I

Table I: taken from Mental Health and Behaviour in Schools, paper by the Department for Education, November 2018.

Table 1: Risk and protective factors that are believed to be associated with mental health outcomes

	Risk factors	Protective factors
In the child	<ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem 	<ul style="list-style-type: none"> • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse, or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord

	Risk factors	Protective factors
In the school	<ul style="list-style-type: none"> • Bullying including online (cyber) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Peer on peer abuse • Poor pupil to teacher/school staff relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • Staff behaviour policy (also known as code of conduct) • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Good pupil to teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective safeguarding and Child Protection policies. • An effective early help process • Understand their role in and be part of effective multi-agency working • Appropriate procedures to ensure staff are confident to can raise concerns about policies and processes, and know they will be dealt with fairly and effectively
In the community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities