

<b>Jeavons Wood Primary School Mental Health and Wellbeing Policy</b>	
<b>To be read in conjunction with : Acceptable use of ICT</b>	
<b>Approved by Governing Body:</b>	November 2024
<b>To be reviewed:</b>	Every 2 years
<b>Date of next review:</b>	November 2026
<b>Responsible Officer:</b>	CAT Mental Health & Wellbeing Officers for Primary and Secondary school

## **INTRODUCTION**

“Mental health is defined as a state of well-being in which every individual realizes 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.” WHO 2013

For all individuals, mental, physical and social health are vital and interwoven strands of life. As our understanding of this relationship grows, it becomes ever more apparent that mental health is crucial to the overall well-being of individuals, societies and countries. Schools, as well as other institutions in society, have a crucial role in supporting the development of positive mental health and emotional wellbeing.

Prevalence of poor mental health in young people has grown rapidly in the last decade. This can be seen in NHS digital data and in many other pieces of research on the wellbeing of young people. School staff are the professionals who spend the most time with children and young people. Schools are often the first to identify difficulties and support and influence children and young people. There is a strong case that we should focus on the mental health and emotional wellbeing of our students. The Education Endowment Fund for instance identifies Social and Emotional Learning interventions as having an ‘identifiable and valuable impact on attitudes to learning... [and] on attainment’.

The Cam Academy Trust recognises the positive role that schools play in relation to mental health and wellbeing (henceforth referred to as MHWB). At the heart of our work lie the six core principles of The Cam Academy Trust. These drive everything that we do, the framework for mental health relates to the following core principles:

The excellence principle - Education must be of the very highest standard. Education and support around MHWB should be of the highest standard offered.

The comprehensive principle - Education must be for all kinds and abilities. Provision for MHWB should recognise the diverse school communities within the Trust and seek to support appropriately.

The broad education principle - Education must incorporate a broad range of subject areas and personal development. Positive psychoeducation has a lifelong impact and should be considered as a part of student’s entitlement.

The community principle - Every Academy must be at the heart of its local community and serve it well. We recognise the impact that positive mental health has on communities and seek to support parents/carers in our community with knowledge and skills to support positive MHWB.

The partnership principle - Each Academy must seek to work positively in partnership with others for mutual benefit. The framework and the work that schools do related to MHWB is predicated on strong partnerships between schools and external support providers.

We want to ensure that every individual pupil achieves their full, positive potential through a broad and high-quality education including access to support with MHWB.

All students at Jeavons Wood will be helped to become:

Capable. Through skills developed, attributes nurtured, and qualifications gained, our students will be able to take a full, positive role in society.

Confident. Having had their abilities confirmed and seen them flourish, our students are confident to be able to make the most of their talents and contribute to their communities.

Caring. An emphasis on working with each other and recognising the position of other people throughout the world helps our students to develop a proper caring attitude.

### **Our Aims:**

We aim to promote positive mental health and wellbeing for our whole school community. We recognise how important mental health and emotional wellbeing is in our lives, just the same as physical health.

### **Our Commitment to emotional health and wellbeing**

We believe that every family deserves the same chances and opportunities in life. Here at Jeavons Wood all staff are committed to ensuring that every child grows, learns and enjoys school.

We are committed to creating a respectful and kind environment for all.

We all experience the challenges of life which can make us feel vulnerable and this is the time we may need additional emotional support. We are all accountable for ensuring that everyone has the opportunity to experience positive mental health.

### **How we promote positive mental health:**

- We support children in understanding and verbalising their emotions.

- We support children in feeling comfortable in sharing any concerns and worries.
- We support successful peer relationships.
- We promote healthy self-esteem.
- We celebrate differences in each other.
- We promote emotional resilience and upskill children and parents to manage difficult situations.
- We provide and actively encourage a resilient learning space.

#### **How we achieve our goals:**

- We model emotional literacy and resilience through positive adult peer relationships and teamwork.
- We create a safe, nurturing environment where children can explore their feelings.
- We offer a consistent approach which allows children to push their own personal boundaries without fear of failure.
- Universal whole school initiatives, such as 'Children's mental health week' culminating in a whole school 'well-being day'.
- Excellent working relationships and engagement with outside agencies.
- Weekly teaching of PSHE
- Our school core values embedded throughout school practice.

#### **Links to other policies:**

- SEND Policy
- Anti-bullying policy
- Behaviour policy
- PSHE policy
- Staff well-being policy

This policy sits alongside child protection procedures

### **Defined Roles and Responsibilities**

“Dealing with mental health is everyone’s business” – Time to change (2021)

Senior mental health leads: Abby Constable (Assistant Head for Inclusion) & Lisa Hubbard  
(Designated safeguarding & Wellbeing Lead)

Lead mental health first aider: Lisa Hubbard (Designated safeguarding & Wellbeing Lead)

PSHE Lead: Sophie Butcher (Class teacher)

Designated Safeguarding Lead: Lisa Hubbard

The Designated Mental Health Lead (DMHL) in schools is a strategic role which developed in line with Public Health England’s eight principles to promoting a whole school approach to MHWB. The eight principles are:

- Leadership and management that supports and champions efforts to promote emotional health and wellbeing
- Identification of need and monitoring of the impact of interventions
- Understanding of targeted support and how to make appropriate referrals
- Staff development to support pupil and staff wellbeing
- Creating an ethos and environment that promotes respect and values diversity
- Enabling student voice to influence decisions
- Working with parents, families and carers
- Curriculum, teaching and learning to promote resilience and support social and emotional learning.

All staff in schools have clear responsibility to safeguard the wellbeing of their students (Keeping Children Safe in Education: 2018).

A whole school, joined-up approach to MHWB has a demonstrably positive impact on the mental health and wellbeing of all within the community (DfE: 2018). This is only possible because of access to appropriate training, support and understanding about how to refer on concerns to the right person, team or external partner.

In line with *the 'Mental Health Training Competency Framework for School staff'* the expectation is that all staff at Jeavons Wood have a clear responsibility to safeguard the wellbeing of their students (Keeping Children Safe in Education: 2024).

A student may choose to disclose concerns about themselves or a friend to any member of staff, so all staff need to know how to respond appropriately to a disclosure. If a student chooses to disclose concerns about their own MHWB or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. Staff should listen, rather than advise and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?'

We recognise the positive role that all members of staff play in promoting MHWB through their everyday behaviour and professional practice. All staff at Jeavons Wood:

- Have an understanding and awareness of what is meant by mental health and positive mental health
- Have an understanding and awareness of how to look after their own mental health (self-care)
- Have an understanding and awareness of how to identify children and young people who might be struggling with their mental health
- Have an understanding and awareness of the factors that promote and protect mental health and build resilience
- Are able to identify factors that might increase the risk of developing a mental health problem
- Understand the roles and responsibilities – their own and those of others – in meeting mental health needs of children and young people
- Are able to consider their own values and attitudes about mental health and how these might influence their work
- Are aware of barriers that may exist for different minority groups in terms of accessing services
- Know who they should speak to in the school if they identify a child or young person with mental health difficulties (and what information to include within the conversation)

- Have an understanding of the safeguarding issues and how to respond in their setting to a child or young person in distress or in a mental health crisis including the risk of suicide
- Have a general awareness of key local services and resources that can support better mental health in children and young people.
- Are able to signpost children, young people or their parents/carers to sources of support and Advice.

To enable this all staff at Jeavons Wood do:

- Have access to training on MHWB and the role that schools have in promoting positive mental health, this should be as part of annual safeguarding updates and training.
- Have opportunities to discuss concerns about the MHWB of children and young people in their school at an appropriate level, for instance at team meetings.
- Have access to appropriate supervision and support when responding to disclosures or events related to safeguarding or mental health needs.

#### **Staff with Pastoral Responsibilities:**

In line with the *Mental Health Training Competency Framework for School staff -Enhanced competencies* staff have a deeper understanding and practical application of:

- A range of relevant mental health problems (e.g. anxiety, depression, self-harm, suicide etc)
- Factors that make a young person more vulnerable to poor mental health
- Services and care pathways that are able to support children, young people and how to access them
- Strategies to help build resilience and improve mental health of children and young people
- How to build emotional literacy in children and young people through the curriculum (including PSHE lessons)
- Impact of attachment, adverse childhood experiences, trauma and loss
- Value of active listening and communication skills
- Knowledge of how to assess basic mental health needs
- Solution focused/restorative approaches to behaviour management

- Ability to reflect and use supervision for support and advice

### **Mental health and well-being provisions in schools**

Jeavons Wood uses a graduated response to mental health and provision. This is part of statutory guidance from the SEND code of practice: 0 to 25 years and also in-line with research into the best provision for mental health (DfE: 2018, NCB: 2016) A graduated response ensures that children, young people and their families are able to access the right help in a timely manner. The graduated response outlined below is based on the 'Thrive' conceptual framework developed by the Anna Freud Centre and Tavistock and Portman NHS foundation trust, which is being recommended in the NHS long term plan (2019), and seeks to improve access to mental health and well-being services through a cross-sector, needs-led approach.

#### **Universal provision**

“Mental health is everyone’s business” (Place2B: 2021) and upholds the graduated model of response.

The universal provision at Jeavons Wood includes:

- A broad approach to mental health in the curriculum with identification of opportunities to educate about and nurture positive MHWB.
- In PSHE, which include the minimum statutory content of Relationships Health Education, robust teaching on mental and physical health.
- a high profile within school of sources of support and further information regarding mental health and well-being so all members of the school community know both internal and external named providers that they can approach with mental health and well-being needs.
- A wider community approach to promoting and maintaining MHWB that equips families to support their own and their child’s mental health. Families should know how to access additional training or parenting support when it comes to their child’s mental health.

### **Targeted provision:**

Jeavons Wood support children with appropriate 1:1 or small group provision related to mental health. This may be through external partners (for instance counselling services) or through internal provisions. These include:

- Support from ELSA trained staff.
- Early intervention when identified.
- 'Circle Time' approaches.
- Managing feelings resources e.g. tell me boxes, emotional thermometers.
- Managing emotions groups.
- Therapeutic interventions including nurture style interventions.

### **Specialised provision**

At Jeavons Wood we make timely and appropriate referrals to specialist provisions and where possible assist with information sharing (in line with GDPR and the principles of Keeping Children Safe in Education). These include:

- Play therapy
- Emotional Health & Wellbeing Service
- Mental Health Support Team
- Cambridge Acorn Trust
- Younded
- Farm Club
- Educational Psychologist
- Specialist Teaching Team
- School nurse
- Paediatrician
- Young Carers
- District Family workers
- Embrace
- STARS

### **Assessing Wellbeing:**

Jeavons Wood use the following tools to aid assessment of a child's wellbeing:

- Boxall Profile
- SDQ's (Strengths & Difficulties Questionnaire)
- Stirling Wellbeing Scale
- Pupil scale questionnaire
- SCAS Spence children's anxiety scale

### **Support for Families:**

We recognise the important families play in supporting the emotional health and wellbeing of their children. When a child first joins our school, we discuss the importance of positive mental health via meetings and encourage an open sharing culture to enable to offer the best support for their child from day one. All staff are aware of the route to further support for our families, to engage with the Early Help process, as we recognise the impact that home life has on a child's emotional health and wellbeing.

Jeavons Wood has close links to the District Team and are able to offer family support via face to face or parenting courses. This is accessed via the Early help Assessment (EHA) process.

### **Identifying Emerging Needs and Warning Signs:**

All staff are aware of warning signs that children may be experiencing, that indicate possible mental health and emotional wellbeing difficulties. These are monitored by the use of attendance patterns, punctuality, relationships, attitude to learning, physical presentation, negative behaviour spirals, changes in family circumstances and recent bereavements. Other warning signs which may indicate support is necessary include, but are not limited to,

- Changes in eating/sleeping habits.
- Withdrawing.
- Low mood/not wanting to join in.
- Talking about self-harm or suicide.

- Expressing negative feelings or loss of hope.
- Physical indications including repeated tummy aches etc with no clear cause.

The MindEd learning portal is available to all staff wishing to know about a specific issue.

### **Peer Support:**

We understand when a child is experiencing mental health difficulties, it can also have an impact on their friends. Friends often want to help but are unsure how to support, and they may also need support themselves, which they can be signposted to.

Jeavons Wood is mindful of the impact of mental health issues on peers surrounding the child and could:

- Discuss with the young person or child what they would like their friends to know
- Discuss with the child or young person how peers can support them safely
- Where and how to access support for themselves
- Safe sources of further information about mental health

### **SEND and mental health**

Children experiencing ongoing mental health issues may have greater difficulty with learning than that of their peers. In some cases, the child may benefit from being identified as having a special educational need (SEN) and will subsequently be added to the SEND register.

### **Staff wellbeing**

The wellbeing of professionals working within Jeavons Wood is of paramount importance. Staff are the most important resource schools have when it comes to delivering a high-quality education.

Without a personal sense of wellbeing, it is difficult to nurture wellbeing in others.

Jeavons Wood has a legal "duty of care" towards employees (The Health and Safety at Work Act 1992) which requires them to manage and safeguard the physical and psychological well-being of staff. Wellbeing at work is therefore essential if we are to reach our best potential and help students to do the same. There is a definite correlation between positive staff, student achievement and a school's continued improvement (DfE: 2018). Managing staff wellbeing and promoting a healthy

work-life balance will help attract and retain the calibre of staff needed for an outstanding education system.

Supporting the wellbeing of staff will:

- Reduce staff absenteeism and turnover,
- Develop a more motivated workforce with high morale, able to deliver a challenging, education for our students,
- Improve teamwork, staff development and co-operation,
- Recognise that excessive hours of work can reduce staff effectiveness,
- Provide positive role models for children

Work-based stress can have a significant impact on staff wellbeing and in turn impact on child outcomes. It is therefore important that schools do what they can to monitor work-based stress and create opportunities for stress reduction where possible.

appropriate training made available to them.

Senior Leaders in schools should be aware of how they model positive behaviour to manage workload and work-related stress and how this can feed into the overall school ethos and culture.