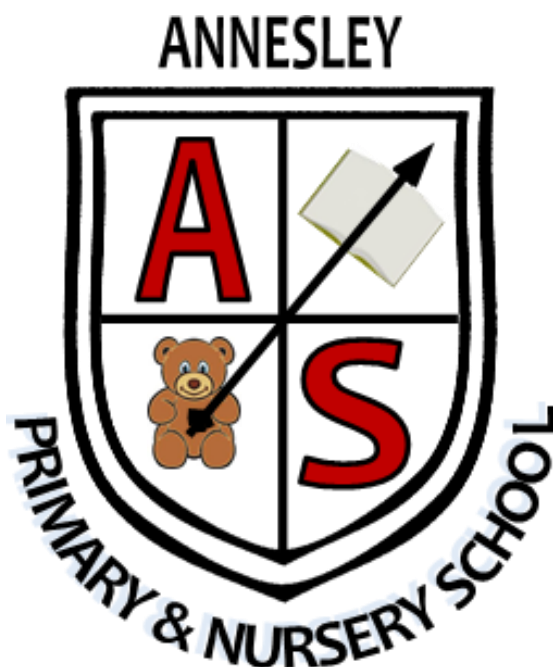


Annesley Primary and Nursery School



Positive Mental Health and Wellbeing Policy 2022/23

Ratification date: April 2022

Review date: April 2023

Signed *D. Roberts* Headteacher

Signed *A. Jackson* Chair of Governors

Policy Statement

At Annesley Primary, we are a very community conscious school. We are committed to supporting the positive mental health and wellbeing of our whole community (children, staff, parents and carers).

We have a caring and supportive ethos, and our approach is always kind and respectful, where each individual is valued.

In an ever-changing world we endeavour to ensure that all children are given the resilience and skills to manage times of stress and uncertainty and we aim to ensure that they are supported to reach their full potential or have the confidence to ask for help when they need it.

It is also important we play a role in ensuring that children learn about what they can do to maintain positive mental health, where they can go and who to speak to if they need help and support, what affects their mental health, and how they can help reduce the stigma surrounding mental health issues.

At Annesley Primary we are aware that everyone experiences life challenges that can make them vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health should be important for everyone, and all the Annesley community have a role to play in trying to obtain this.

Our aim is to help develop in all children the protective factors which build resilience to mental health problems and be a school where:

- all staff and pupils are valued
- pupils have a sense of belonging and feel safe
- staff and 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

Definition of Mental Health and Well-Being

We use the World Health Organisation's definition of mental health and well-being:

... 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 contribute to her or his community.

Mental health and well-being is not just the absence of mental health problems. We want everyone associated with the school to:

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to 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.

Links to other Policies

This policy links to our policies on Safeguarding, Inclusion, Looked After Children, Anti-Bullying, Behaviour, Personal Social Health Education (PSHE), Relationships and Sex Education (RSE) and Special Educational Needs and Disabilities (SEND) Policy.

Links with the Behaviour Policy is especially important because all behaviour, whether disruptive, withdrawn, depressed, anxious or otherwise may be related to an unmet mental health need. We consider *behaviour to be a message*.

Teaching about mental health

At Annesley Primary we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, successful, and happy and to work in a proactive way to avoid problems arising, but to quickly identify them if they do. We do this by:

- Creating and applying a consistent ethos, policies and behaviours that support positive mental health and well-being.
 - Helping children socially and emotionally to form and maintain positive relationships.
 - Helping children to feel comfortable and confident 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 develop strategies to manage setbacks.
 - Identifying children who have mental health challenges and obtaining early intervention strategies through 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 a culture where it becomes normal to talk about mental health.
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We promote a mentally healthy environment through:

- Promoting our ARCHIE school values and encouraging a sense of belonging.
- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities and a space for reflection.
- Signposting access to appropriate support.
- Mental Health and PSHE for all year groups through Jigsaw and other age-appropriate teaching resources.
- A specific and designated space for interventions and a place for reflection.

We pursue our aims through:

- Universal, whole school approaches.
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted work for anyone suffering more complex mental health needs.
- Nurture groups to focus on mental health, resilience and wellbeing.
- Building a professional and close relationship with specialist mental health service.

Staff roles and responsibilities, including those with specific responsibility.

Whilst all staff have a responsibility to promote the mental health of students and staff, some staff have a specific role.

Key staff supporting Mental Health at Annesley Primary School

Named Senior Mental Health Lead - Mark Eccleston

Deputy Mental Health Lead - Tara Whitehouse (SENCO)

Named Mental Health Governor - Nicola Gunton

Our Mental Health Leads:

- Lead and work with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
 - Work with children on an individual or group basis to build resilience, self-esteem and self-worth.
 - 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.
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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 developmental PSHE curriculum through the Jigsaw scheme and other specific schemes.

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 to ensure that we teach mental health and emotional wellbeing issues in a safe, sensitive and age-appropriate manner.

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'.
- Managing emotions resources.
- Primary Group Work/Mental health and wellbeing groups.
- Therapeutic activities including art, relaxation and mindfulness techniques.
- Assemblies and staff meetings to raise awareness and spot signs of mental health.
- Support with transition for children who are vulnerable, anxious or distressed.
- Transition information and teacher meetings to discuss vulnerable children.

Whole School Support

- Develop a Mental Health and Well-being focus groups that includes teachers, LSA's, school staff, parents and children where the positive mental health of the community is discussed and aims, and improvements are looked at.
- Use of *Anna Freud Schools in Mind* resources
- Displays around the school and on the website about positive mental health and signposting where to go for help and support both within and outside of school.
- Designated and confidential point of contact for staff and pupils for all mental health and well-being concerns.
- Develop an Early Identification and a Recording System to protect children and staff.

Early Identification

- All staff to attend mental health and well-being first aid to enable them to recognise the signs of possible mental ill health in children, colleagues and themselves.
 - Senior Mental Health Lead to analyse behaviour and attendance.
 - Use CPOMS to track concerns.
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- Worry Boxes in each class for pupils to raise concerns which are checked by class teacher.
- Confidential email for staff to raise concerns relating to their own mental health and be free from stigma.
- Pupil surveys at the beginning of the year, Before SATS (Y6) and in the last term (transition)
- Enable pupils, parents and staff to raise concerns through the school class teacher or Mental Health Lead.
- Staff surveys twice a year to monitor the levels of well-being and act on any concerns.
- Development of Mental Health Focus Group.

Assessment, Interventions and Support

All concerns will be inputted onto CPOMS which will alert the mental health lead and safeguarding team. Targeted and child centred approach can then be started with-in school or through specialist services if needed. This will be on a child specific basis. Staff also can refer children to the safeguarding lead who will do target support that does not require further specialist intervention.

Need The level of need is based on discussions with mental health lead, SENCO, class teacher and parent/guardian.	Evidence-based intervention and support The kinds of intervention and support provided will be decided in consultation with key members of staff, parents and pupils. For example:	Monitoring
Highest need	CAHMS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies. Education Psychologist involvement External agency support that provides 1:1 support and group work If the school, professionals and/or parents conclude that a statutory education,	All pupils needing targeted individualised support will have an individual care plan drawn up setting out: <ul style="list-style-type: none"> • The needs of the pupils • How the pupil will be supported • Actions to provide that support • Any special requirements. Pupils and parent/carers will be involved in the plan.

	health, and care assessment is required, we refer to school SEND policy.	Multi-agency meetings and regular reviews and feedback with parents/carers. EHAF and child services if appropriate.
Some need	Access to 1:1 or group work with SMHL, Talking and Drawing Therapy Friendship groups. Links to Bereavement Therapy experts.	SMHL discussion with SLT if required. Electronic log on CPOMS
Low need	General Support e.g. Lunch club, class teacher/TA	

Working with Specialist Services to gain access to the right Specialist Support and Treatment.

In some cases, a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, or other complex needs.

We make links with a range of specialist services and have contact with the services to review the support and consider next steps, as part of monitoring the pupils' provision

School referrals to a specialist service will be made by the safeguarding officer/SENCO following the assessment process and always in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the parent/carer and when it is the most appropriate support for the pupil's specific needs. We as a school are fully aware of the time it takes for a referral to be actioned and will continue to support the child and family during that process.

Specialist Services	Referral Process
Child and Adolescent Mental Health Service (CAHMS)	Accessed through school, GP or parent/self-referral
Drawing and Talking Therapy	Accessed through teacher referral, SMHL/SENCO

Educational Psychologist	Accessed through school, GP or parent/self referral
Early Help Referral	Accessed through Designated Safeguarding Team, SMHL/SENCO

Involving Parents and Carers

Promoting Mental Health

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

As the mental health and well-being of everyone of vital importance we are always available to support parents and carers. As a school we will

- Support through signposting parents to specific and specialist services if needed.
- Offer assistance in the completion of referral forms.
- Have an open-door policy.
- Be available for follow-up calls.
- Have an active parent voice when the Annesley Mental Health Action Group starts - Summer 2022.

Involving Pupils

The pupil is always at the centre of all our decisions unless we need to decide an action, contradictory to their wishes but which is necessary for their own or another's safety. Pupils will always be informed of any intervention. Pupils also are involved in decisions regarding the well-being of the school, they will:

- Give feedback based around answers to the pupil voice questionnaire.
- Have an active voice when the Annesley Mental Health Action Group starts
- Promote mental health through being mental health and well-being ambassadors.

Supporting and Training Staff

The well-being of all our staff at Annesley is an essential component of a healthy and successful school and we promote opportunities to maintain a healthy work life balance and well-being. All staff will be provided with training, so they are confident in their knowledge of mental health and well-being and to be able to promote positive mental health, identify mental health needs early in pupils and know what to do and where to go to get help.

Staff training will be provided to raise awareness of Mental Health and emotional well-being and signposting to available resources will be available.

It is important that all staff have the confidence to talk to someone about mental health and a single point of contact for all staff is provided. If issues arise then the single point

of contact will raise these with SLT to avoid any stigma and added stress on the individual.

All staff will take part in bi-annual survey to help promote and improve mental health in school which can be anonymous and will only be accessed by SMHL.

Staff will be signposted to necessary support services which offer a confidential individual, away from school to explore any concerns.

Nottinghamshire County Council provide counselling for all of their staff and this can be accessed from the webpage or an Occupational Health Referral.

The education of children will only be successful if everyone involved in that journey are mentally and physically well, here at Annesley we promote positive mental health and well-being. We understand that anyone can suffer from mental ill health at any given time and we are dedicated to recognise this and offer the necessary support when required.

Mark Eccleston
Mental Health Lead
