



Mental Health and Wellbeing Policy

Reviewed by SSB Board on: 7th November 2022

Review Period: Every two years

Next Review Due November 2024

Mental Health and Wellbeing Policy

The definition of mental health and wellbeing

The World Health Organisation's definition of mental health and wellbeing states:

"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 make a contribution to her or his community."

Mental health and wellbeing are not just the absence of mental health problems. We want all members of our school community, especially the children, 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.

Why mental health and wellbeing are important

At Parley First School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing 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. All children go through ups and downs during their school career and some face significant life events. According to NHS research from 2017, about 1 in 8 (12.8%) 5 to 19 year olds had at least one diagnosable mental health need and these can have an enormous impact on quality of life, relationships and academic achievement. In many cases it is life-limiting.

The Department for Education (DfE) recognises that: "in order to help their children 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 children's wellbeing and can help engender a sense of belonging and community.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or 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.

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

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children 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 wellbeing, we recognise the importance of promoting staff mental health and wellbeing, as well as supporting the extended school community who may also be experiencing difficulties. Parley First School and the Governing Body are committed to promoting positive mental, physical and emotional wellbeing and will provide suitable support for all members of the staff. Taking action to prevent ill health and promote good health makes good educational and business sense, as sickness absence carries high costs both in monetary terms and in terms of the impact upon performance, teaching and learning, morale and productivity, which may disrupt or compromise student progress. All members of staff are entitled to be treated fairly and professionally at all times.

The 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 children with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems.
- Where parents, staff and children can get further advice and support. (Appendix 1)

Promoting positive mental health and wellbeing and prevent mental health problems

At Parley First School we take a whole school approach to promoting positive mental health and wellbeing, with the aim of preventing problems before they arise. This encompasses seven aspects:

- creating an ethos, policies and behaviour that support mental health, wellbeing and resilience that everyone understands.
- helping children to develop social relationships, and all member of the school community to support each other and seek help when they need it.
- helping children to be resilient learners.
- teaching children social and emotional skills and an awareness of mental health.
- early identification of children 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 their own resilience.

We believe that all staff have a responsibility to promote positive mental health and wellbeing, and to understand the protective and risk factors for mental health, therefore helping to prevent mental health problems. We recognise that many behaviours and emotional problems can be supported within our school environment, or with advice from external professionals. There may be times when more intensive support is needed and there are a range of mental health professionals and organisations that can provide such support to members of our school community.

Identifying and supporting children with mental health needs

Short term stress and worry is a normal part of life and many issues can be experienced as mild or transitory challenges for some children and their families. Others will experience more serious and longer lasting effects. The same experience can have different effects on different children depending on other factors in their life. For example, it is normal for children to feel nervous or under stress around changing classes/teachers, but other factors can make such stress part of an

enduring and persistent mental health problem for some children. When a problem is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, children are often described as experiencing mental health problems.

In school children, and parents if needed, will be supported, initially, through familiar school-based adults, such as class teachers, teaching assistants and ELSAs, giving opportunities to talk and share any worries. Further support strategies can include Therapeutic Play and other external agencies. School staff, however, cannot act as mental health experts and should, therefore, not try to diagnose conditions. Schools, however, are well placed to observe children day-to-day and identify those whose general attitude, behaviour or demeanour may change, possibly suggesting that they may be experiencing a mental health problem or be at risk of developing one.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should, therefore, record any mental health concerns in the same way as any other safeguarding concern, using MyConcern.

Whole school strategies and approaches

Pupil-led activities

- School Council suggestions
- Eco Council suggestions
- Play Leaders
- Headteacher for the day

Transition programmes

- Extensive transition for children and families starting in Reception.
- Extensive transition programme for Year 4 children moving to middle schools, with additional visits for more anxious children.
- Whole school Transition Policy
- Transition of POD pupils into mainstream classrooms

Class activities

- Jigsaw programme for PSHE/PSED
- Yoga
- Cooperative group activities in and around school, eg. den building
- Dough disco
- Singing

Whole school activities

- No Put Down week, organised annually with other Ferndown schools
- Resources to enhance play at lunchtimes, including the Daily Mile
- Shared Golden Time
- Singing, including choir
- Gardening Club
- Promoting awareness of National events, eg. Hello Yellow! Young Minds' Awareness Day

Small group activities

- ELSA support
- Nurture groups
- Mindfulness groups
- Dog therapy
- Play Therapy

Staff support

- Supervision programme
- Counselling support through our absence insurance provider, Schools Advisory Service
- One INSET day each year to be assigned to mental health and wellbeing training, awareness or initiatives.
- Supportive team work

Family support

- Open door policy for all parents
- Heart to Heart programme
- Food/clothing support
- Chin Wags
- Signposting to external support and agencies
- Community links to local events, activities etc. via the newsletter

Curriculum Teaching

Through PSHE, using the Jigsaw programme, we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

EYFS and Key Stage 1 children learn:

- To recognise, name and describe feelings including positive and not so positive feelings.
- Simple strategies for managing feelings.
- How their behaviour affects other people and the possible impact this may have.
- About empathy and understanding other people's feelings.
- To cooperate and problem solve.
- To motivate themselves and persevere.
- How to calm down, utilising different learnt techniques.
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- Who to go to if they are worried.
- About different types of teasing and bullying, the difference between these terms and that these things are wrong and unacceptable.
- How to resist teasing, bullying, if they experience or witness it, whom to go to and how to get help.

Key Stage 2 children learn:

- What positively and negatively affects their mental and emotional health (including the media and online platforms).
- Positive and healthy coping strategies.
- About positive and not so positive feelings.
- To describe the range and intensity of their feelings to others.
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- About resilience.
- How to motivate themselves and bounce back if they fail at something.
- How to empathise and be supportive of others.
- About change, including transitions, loss, separation, divorce and bereavement.
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves.
- About the importance of talking to someone and how to get help.

Positive Communication

Communication is key to having good, positive relationships. It is essential that staff, parents, and children have a clearly understood line of communication. By working together with mutual respect, we shall be best placed to support our children to fulfil their potential. The line of communication for parents with concerns is firstly to discuss with the class teacher. If it is felt that things are not resolved the concern should then be taken to a senior teacher in the Key Stage (Mrs Hawker or Miss Brumpton in Key Stage 1 or Miss Josey in Key Stage 2). After this Mrs French (the deputy head), Mr Bagwell (the headteacher) and the Chair of Governors can be contacted.

All members of our school community should be respectful, honest and courteous in any communication and expect similar behaviours in return, promoting a culture of openness and honesty. We expect our staff to behave in a respectful and polite manner towards members of the public. Likewise our staff also have the right to be treated with dignity and respect. No-one in our school community should have to endure abusive, disrespectful or threatening behaviour whilst at work.

Parents are generally courteous and respectful. In an occasion where this is not the case and a member of staff considers that a parent is being abusive, disrespectful or threatening, the parent will be asked to stop. If the behaviour does not stop, the discussion will be terminated. The school may continue to communicate with the parent but will use another form, such as a letter.

Similarly, staff will not respond to correspondence that is abusive or threatening. In this case we will write to the parent explaining that it is not our policy to reply to such communications. We shall suggest that they communicate in an acceptable manner so that we are able to respond to concerns.

Any form of aggressive behaviour towards any member of the school community will be deemed unacceptable and will be referred to the Governing Body/Headteacher.

Supervision

Supervision is a method of ensuring staff are clear on their responsibilities and supported in their roles to safeguard children. The main aim of this process is to validate individual staff both personally and professionally and offer personal and emotional support to help staff manage any stress and feelings arising from potentially challenging work. All staff have the right to receive regular formal supervisions from supervisors who have received the appropriate training, and all staff have a responsibility to participate in the supervision programme and attend formal sessions. Supervision times will be set up to allow staff to discuss any concerns they may have about their own or others' wellbeing. These will be with a supervisor who is different from the staff member's appraiser, to avoid any conflict of focus for discussions.

This policy was drawn up by Jenni French, in discussion with other staff, governors, children and parents. This policy links to other school policies, including:

Attendance and Absence Management Policy
Behaviour Policy
Child Protection Policy
Code of Conduct Policy
Complaints Policy
Dealing with Allegations of Abuse against Staff and Volunteers
Disciplinary Policy
Grievance Policy
Health and Safety Policy
Home School Partnership Agreement
SEND Policy
Stress Management Policy
Transition Policy
Uncollected Child Policy
Whistleblowing Policy

Policy first adopted Autumn 2019

Appendix 1

Useful contacts and resources

Schools Advisory Services - <https://schooladvice.co.uk/> 01773 814400

Dorset CAMHS - <https://camhsdorset.org/> 01202 605882 or 01202 605883

Teacher Support Network - <http://teachersupport.info/> 08000 562561

Dorset Health Care Occupational Health and Wellbeing Service -
<https://www.dorsethealthcare.nhs.uk/patients-and-visitors/our-services-hospitals/physical-health/occupational-health> 01305 363800

Acas www.acas.org.uk

Information on stress, and employer and employee rights, in the workplace

Alcoholics Anonymous www.alcoholics-anonymous.org.uk

Fellowship of men and women who share their experience, strength and hope with each other to recover from alcoholism.

Carers UK www.carersuk.org

The voice of carers

CBI www.cbi.org.uk

Guidance to businesses on managing stress at work

Department of Health www.gov.uk/government/organisation/department-of-health

Information on dealing with stress and mental health problems, including the use of Cognitive Behavioural Therapy (CBT)

Dignity at Work Partnership www.dignityatwork.org

Information and guidance on bullying in the workplace

The Equality and Human Rights Commission www.equalityhumanrights.com

The commission is working to eliminate discrimination, reduce inequality, protect human rights and to build good relations, ensuring that everyone has a fair chance to participate in society.

Gingerbread www.gingerbread.org.uk

Gingerbread and One Parent Families have now merged to provide better support and a bigger voice to 1.8 million lone parents and their children throughout England and Wales.

HSE <http://www.hse.gov.uk/stress/standards/>

Information on the stress management standards

Local Government Employers www.local.gov.uk

Guidance for all councils on stress prevention and management

Mindful Employer www.mindfulemployer.net

Information and guidance on managing stress and mental health in the workplace

NASUWT www.nasuwt.org.uk

Information on a whole range of issues related to stress and wellbeing

NHS 111 <http://www.nhs.uk/111>

National Health Service advice and guidance on health matters

Princess Royal Trust for Carers <http://www.carers.org>

Here to improve carers' lives by fighting for equality and recognition for carers.

Relate <http://www.relate.org.uk>

UK's largest provider of relationship counselling and sex therapy.

Samaritans <http://www.samaritans.org>

Offers confidential, non-judgemental support to individuals.

Work Life Balance Centre <http://www.worklifebalancecentre.org>

Exists to help people restore control over their workload and working lives we enable them to cut down overworking and so make new decisions about how they spend their time.

World Health Organisation http://www.who.int/occupational_health/publications/en/oehstress.pdf

Publication on work organisation and stress

The Steps2Wellbeing NHS talking therapies service (for adults) www.steps2wellbeing.co.uk

Appendix 2

Supervision meeting record



Member of staff

Supervisor

Date

Summary of discussion - to include work load, work/life balance, progress/wellbeing of children

Agreed actions (including timescales)

Recent successes -

Areas for development – to include support needed

Signed:

Appendix 3

SUPERVISION CONTRACT



This contract was drawn up on:

between Supervisee

and Supervisor

Frequency / Length

- Supervision sessions will be held every term.
- A minimum of one hour will be available. If a supervision session is missed, the Supervisor takes responsibility to rearrange an alternative date as soon as possible.

Confidentiality

- Supervisee accepts that work issues may be discussed, when appropriate, with other managers.
- The Supervisee is entitled to have issues concerning the quality of his/her work to be overt and open to his/her involvement.
- Supervisee and Supervisor are to inform each other of anything that needs to be kept confidential.
- Supervisee accepts that their supervision records will move with them in the event of transfer of Supervisor.
- Supervisee accepts that following their departure, their supervision record will be lodged in their personnel file.

Supervisee's Rights

- To uninterrupted time in a private venue.
- To Supervisor's attention, ideas and guidance.
- To receive feedback.
- To set part of the agenda.
- To ask questions.
- To expect Supervisor to carry out agreed action or provide an appropriate support, within an agreed time frame.
- To state when over/under worked.
- To have his/her support needs met.
- To challenge ideas and guidance in a constructive way.

Supervisee's Responsibilities

- To be proactive.
- To have a predominantly problem-solving approach.
- To accept feedback positively.
- To update Supervisor and provide relevant information.
- To prepare for supervision, and to keep their copy of the supervision record in a

secure location.

- To bring issues, concerns and problems to supervision meetings.
- To maintain the agreement.
- To identify support needs and engage in agreed activities.

Supervisor's Rights

- To bring concerns/issues about Supervisee's work.
- To question Supervisee about his/her work and workload.
- To negotiate around Supervisee's work/workload.
- To initiate supportive / corrective action as required.

Supervisor's Responsibilities

- To make sure supervision sessions happen as agreed and to keep a record of the meeting.
- To create a supervision file for each Supervisee containing their supervision records and any other relevant documents.
- To ensure that Supervisee is clear about his/her role and responsibilities.
- To ensure Supervisee is clear regarding their employment status e.g. induction, probation, temporary, permanent.
- To record the supervision session and to store their copy in the supervision file.
- To ensure that Supervisee is kept up-to-date with possible support networks.
- To monitor Supervisee's performance, including work and attendance.
- To know what Supervisee is doing and how it is being done.
- To deal with problems as they impact on the Supervisee's performance.
- To support Supervisee and the agreed personal development plan.

Conflict

- Every effort should be made to resolve any conflict, within supervision.
- In exceptional circumstances, where this cannot be achieved, the Supervisee has recourse to the Supervisor's line manager.

Recording Mechanisms

- The Supervisor and Supervisee agree notes of the session, which should be signed and dated, using the pro-forma provided.
- A copy of this contract will be held by both the Supervisor and Supervisee. This contract will change as and when necessary and with prior consultation.

Signed by: Date:
(Supervisee)

Signed by: Date:
(Supervisor)

Appendix 4

Suggestions to implement to further develop our Wellbeing provision

Pupil-led activities

- Playground buddies - Year 4 to support Year 2; Year 1 to support Reception

Transition programmes

- Extensive transition for children and families starting in Reception.
- Extensive transition programme for Year 4 children moving to middle schools, with additional visits for more anxious children.
- Whole school Transition Policy
- Transition of POD pupils into mainstream classrooms

Class activities

- Joe Wicks work outs
- Post-lunch 5 minute meditation
- Makaton signs for key actions/times, eg. good morning/afternoon, lunchtime, playtime, stop, wait, listen etc.

Whole school activities

- Links with Jonathan Heath's school in Rwanda
- Arts/team building days in mixed year groups (Sports' Day teams)
- More whole school assemblies with a mindfulness theme
- Training for a school Mental Health First Aider

Small group activities

- Alternative option to the playground for those who find playtimes more difficult

Staff support

- Staff fitness membership
- Staff singing

Family support

- Non-uniform clothes sales
- Useful contacts (Appendix 1) to be explicitly shared on the school website