REDBROOK HAYES PRIMARY SCHOOL

Mental Health and Wellbeing Policy

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Policy Responsibilities & Review

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1. Aims

At Redbrook Hayes, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

This policy is a whole school wellbeing policy which sets out our strategy to support all of our stakeholders. At the heart of our strategy are our school values: Resilience, Empathy, Nurture, Respect, Aspiration, Loyalty and Excellence.

Our policy aims to promote these values and to:

- Set out our approach to promoting positive mental health and wellbeing for all pupils across our school
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to share and feel safe
- Support staff to identify and respond to early warning signs of mental health issues, including in with our child protection procedures
- Inform pupils and their families about our pupil mental health and wellbeing offer, and provide them with access to resources and targeted support
- Explain how the leadership and management of the school will ensure that wellbeing of all pupils and staff remains a priority
- Prioritise staff wellbeing and development via the use of the Workplace Wellbeing Charter
- Monitor the impact of interventions and support in place for all stakeholders so that emerging needs are addressed and intervention is early where possible

This policy was developed in consultation with the Headteacher, Link Governor for Mental Health and Wellbeing, Staff working party responsible for wellbeing, whole staff and pupil voice and key data.

It should be read alongside the following key policies:

- Child protection and Safeguarding Policy
- SEND policy
- Behaviour policy
- Anti-bullying policy
- Online Safety policy
- PSHE policy
- Staff Code of Conduct
- Staff Time Off Policy

2. Roles and Responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Headteacher and DSL: Lucy Turner
- SENCO and Senior Mental Health Lead: Abi Cunnington
- Attendance Champion: Vicki Edkins
- Pastoral Lead: Kirsty May
- Staff with Mental Health First Aid Training

The Headteacher has ensured that a member of the LGB has been appointed as a Link Mental Health and Wellbeing governor who will support the school to develop an inclusive and supportive culture.

The Senior Leadership Team are committed to championing a whole school strategic approach to both staff and pupil wellbeing. Wellbeing is discussed regularly at SLT meetings and is part of the School Improvement Plan so that the offer remains under review and is adapted to meet need.

There is a Wellbeing Working Party in place which includes a member of SLT, teaching and support staff and a member of the Governing body. The group have analysed data collected from pupil voice, staff surveys and contextual safeguarding to develop the whole school strategy with management. The Link Governor is part of this group to ensure that wellbeing is a priority and discussed at all levels of responsibility.

3. Ethos and Environment

At Redbrook Hayes we are proud of our school environment which is based on being inclusive, empathetic and respectful to all. We understand that our school environment will affect both pupil and staff mental health and wellbeing and that there is not just one pathway that is the right 'fit' for all. To promote our wellbeing strategy, we ensure the following of our environment:

- Staff who are trained in supporting mental health and wellbeing needs for both pupils and the staff body
- All stakeholders are treated fairly and have access to the same resources and opportunities

●An open culture around mental health and wellbeing
●There must be an individualised response to any concern that arises as a result of mental health
●Positive relationships between staff and pupil based on mutual respect
●Clear policies relating to SEND, Safeguarding and Behaviour which are underpinned by the school values and all stakeholders feeling safe and able to share
●Implementation of the 'Zones of Regulation' across all key stages so that all pupils have the opportunity to reflect on emotions and break down 'stigma'
●Safe spaces around school for both staff and pupils
●Opportunities for all stakeholders to develop and be an active part of the Redbrook Hayes Community
●Clear documentation around support that any individual is receiving so that we can ensure that intervention is effective

Pupil and staff voice

Collecting pupil and staff voice is key to developing a positive environment and a safe culture and understanding the needs of all stakeholders.

The Senior Leadership Team aims to involve pupils in decisions that will impact them directly (where appropriate) as this can improve wellbeing and promotes our school values. Pupils hold key roles in school that promote children's wellbeing, for example play leaders, values ambassadors, prefects and JLLT.

Pupil voice as a whole is formally collected at least annually, with targeted questions around mental health and wellbeing via flag assessments. Data is analysed collaboratively by the working group and SLT. The school uses other informal opportunities to collect pupil voice e.g. via informal discussion, JLLT (Junior Lead Learning Team), PSHE lessons and during intervention.

Staff voice is formally collected at least annually, with a specific focus on mental health and the wellbeing of the whole staff body. This is to ensure that leaders are well informed around the appropriate next steps to improve any concerns related to wellbeing e.g. workload. Staff wellbeing and opportunities are explored further in section 8 of this policy.

The Link Governor for wellbeing attends the school termly and collects pupil and staff voice as part of this process which is formally recorded and shared with the relevant stakeholders.

Outcomes and trends following the collection of data relating to mental health and wellbeing is always shared with the Central Co-operative Learning Trust and the LGB so that any concerns are addressed at a strategic level.

D**eveloping a positive workplace culture**

At Redbrook Hayes, we understand that for all stakeholders to thrive, staff wellbeing and happiness is essential.

All staff are expected to:
●Treat each other with empathy and respect, in line with our school values
●Keep in mind the workload and wellbeing of others
●Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
● Report honestly about their wellbeing and let other members of staff know when they need support
●Follow the school's direction on out-of-hours working
●Contribute positively towards morale and team spirit
●Use shared areas respectfully
● Take part in training opportunities that promote their wellbeing and the wellbeing of children
●Provide a non-judgemental and 'listening ear' to colleagues within a safe space

4. Curriculum, Teaching and Learning

Our PSHE lead is responsible for ensuring that all staff who deliver PSHE are equipped with the knowledge, skills and resources to deliver PSHE education confidently and in line with the evidence of best practice.

Our PSHE curriculum includes opportunities to promote social and emotional skills. Our PSHE lead has written the PSHE curriculum with social and emotional learning in mind, so that these lessons help to improve social outcomes as well as wellbeing

PSHE is delivered by class teachers who can access a range of teaching support resources via The PSHE Association which they all have membership of. Support is also available from the PSHE Lead, and guidance and training opportunities from the Pan-Staffordshire PSHE Education Service. We ensure to work with the local community and contextual safeguarding partners so that the curriculum is relevant to our setting.

Our PSHE curriculum and the link to our wellbeing strategy is reviewed at least annually, or sooner if emerging trends suggest that adaptations would benefit our pupils.

Our PSHE curriculum supports the wellbeing of pupils by:
●Supporting the development of strong social skills and a clear understanding of others.
●Helping our children reflect on and make sense of their personal and social experiences.
●Promoting positive attitudes towards maintaining good physical and mental health through safe and healthy lifestyles.

●Fostering respectful and caring relationships with others.
●Encouraging care for our environment.
●Developing healthy coping strategies
●Challenging misconceptions around mental health
● Understanding one's own emotional state (supported by the zones of regulation where required)
●Developing a strong understanding of how to keep themselves safe
●Working with external agencies e.g. Cannock MHST to deliver workshops and assemblies

For more information, see our PSHE curriculum: Redbrook Hayes Community Primary School - Foundation Subjects

5. Identifying Need: for pupils

All staff have been trained in and are aware of the potential signs that a pupil's mental health is deteriorating. Some warning signs include:

Changes in:
● Mood or energy level, eating or sleeping patterns, engagement in lessons, personal hygiene
●Social isolation
●Poor attendance or punctuality

Further indicators
●Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
●Abuse of drugs or alcohol
●Rapid weight loss or gain
●Secretive behaviour
●Covering parts of the body that they wouldn't have previously
●Refusing to participate in P.E. or being secretive when changing clothes
●Physical pain or nausea with no obvious cause
●Physical injuries that appear to be self-inflicted
●Talking or joking about self-harm or suicide

Although identifying need formally is developed in section 3 of the policy, the school recognises that there are other opportunities to identify where a pupil or staff member would benefit from mental health support.

For pupils:

● Opportunities to identify a range of emotions via the zones of regulation charts implemented via the SENCO across school

●Flag assessments targeted at mental health and actions taken to support pupils with the highest 20% of flags discussed at Pupil Progress Meetings

●Liaising closely with parents, carers and families

● Providing safe spaces in school when a child wants to make a disclosure or discuss mental health

●Providing clear signposting for support throughout the school site

●Ensuring that each child has a safe adult who they can speak to

● An open-door culture regarding the Senior Mental Health Lead, DSL and pastoral support officer

●Meet and Greet at the start of the school day with class teacher and SLT

●Informal discussion at social times e.g. break and lunch duty

●Having staff trained in recognising signs and following the correct reporting pathways

●Ensuring that there are Mental Health First Aiders available throughout the school day to discuss and support any incoming concerns

Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff this should be recorded on CPOMS and reported in line with our Safeguarding and Child Protection policy.

The DSL will work with the safeguarding team and SENCO to ensure that the pupil has the correct support in place. Any concerns that require external support will be referred in line with our school procedures.

When supporting a child who is sharing concerns about mental health and wellbeing, staff should remain calm, non-judgemental and ensure that the pupil's safety is paramount to next steps.

Where appropriate, disclosures regarding pupil mental health and wellbeing will always be discussed with parents/carers at the earliest opportunity so that the pupil has support in the home. When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face. These meetings can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

We will seek consent from parents/carers where appropriate and where there are no related child protection concerns.

Staff will not promise a pupil that they will keep a disclosure secret.

6. Supporting Pupils

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers universal support to all pupils by:

● Raising awareness of mental health during assemblies, PSHE, Zones of Regulation, ensuring key roles in school and mental health awareness week
● Signposting all pupils to sources of support both in school and online
● Having open discussions about mental health both during curriculum and social time where necessary
● Providing pupils with avenues to provide feedback on anything in school that is impacting their mental health
● Monitoring all pupils' mental health through flag assessments and collecting voice
● Ensuring there is an available senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
● Ensuring there is an open-door culture when a child wants to discuss something that is important to them
● Offering pastoral support, e.g. pastoral officer, DSL, safe adult
●Ensuring there is access to the worry monster in school so that disclosure can be made in more than one way
● Making classrooms and communal areas a safe space to discuss mental health and wellbeing through interventions
● Providing opportunities with extra curricular timetable e.g. lunch clubs so there are available alternatives that support wellbeing
● Providing outside of school hours activities e.g. a range of after school clubs/school disco so there are opportunities to bond with peers and staff and build positive connections
● Developing and embedding a clear behaviour policy for the whole school so that behaviour and attitudes are conducive to a safe and happy school

When further support is needed

If a pupil is identified as having an emerging mental health need, we will take a graduated and case-by-case approach to assessing what we can provide internally and whether further referrals are required.

This may include:
● Assessing what the pupil's mental health needs are
● Creating a plan to provide support
● Taking the actions set out in the plan
● Reviewing the effectiveness of the support offered

Internal support at Redbrook Hayes

We are proud of the interventions that we can offer internally. Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- Time-out pass
- Access to our in-school counsellor
- Access to 'The Bubble'
- Lunch club and social time support
- Reduced timetable
- Drawing and Talking sessions
- Check ins with our pastoral officer
- Direct work with a member of the safeguarding team or a 'safe' adult (including pastoral officer)
- Meet and Greets
- A 'soft' start or transition support
- Home visits
- EBSA (attendance) work
- Lego or other play therapy
- Support for peers who have been affected by a lived experience
- Thrive support

Working with external agencies

If a pupil's needs cannot be met by the internal offer, we will make or we will encourage parents/carers to make, a referral for external support.
A pupil could be referred to:

- Their GP or a paediatrician
- CAMHS
- Mental health charities (e.g. Samaritans, Mind, Young Minds, Kooth)
- Local counselling services
- Speech and Language Therapy
- Staywell
- Cannock Mental Health Support Team
- School nurse team
- Young carers
- Malachi
- Children's social care or Early Help

Recording intervention

If a child is receiving tailored support, the SENCO will consider if the child should be added to the SEN register.
We will record:
●The mental health issue (and its triggers, signs, symptoms and treatments)
●Any needs resulting from the condition
●Specific support for the pupil's educational, social and emotional needs
●Who will provide the support
●Who in our school needs to be aware of the child's condition
●What to do in an emergency

7. Staff development, health and wellbeing

Staff mental health and wellbeing is integral to a secure whole school approach and positive outcomes for our whole school community. The DfE *Education Staff Wellbeing Charter* is a thread throughout this policy.

At Redbrook Hayes, we understand that staff wellbeing is holistic. Our strategy aims to:
● Support the wellbeing of all staff to avoid negative impacts on their mental and physical health
●Provide a supportive work environment for all staff
●Acknowledge the needs of staff, and how these change over time
●Allow staff to balance their working lives with their personal needs and responsibilities
● Link with the Workload Reduction Toolkit where we are able to reduce stress and overloading
● Help staff with any specific wellbeing issues, e.g. giving staff time off to deal with a personal crisis
●Ensure that staff understand their role in working towards the above aims
● Ensure that leadership and management staff are also supported by the Trust and the Local Governing Body so there is support in place at all levels

Just like physical health, all staff have mental health and both can change over time. Our aim is to encourage our staff to talk about mental health and well-being, to let them know what we can do to support, and to give information regarding where colleagues can go for further help.

Supportive line management and leadership is essential to positive staff wellbeing and an open and supportive culture.

Leaders and managers support all staff by:
●Maintaining positive relationships with all staff and value them for the range of skills they bring

● Championing diversity, strengthening efforts to ensure equality and eliminate discrimination of any form
●Providing a non-judgemental and confidential support system to their staff
●Supporting the implementation and voice of staff, including via the wellbeing working party
● Taking any complaints or concerns seriously and deal with them appropriately using the school's policies
●Monitoring workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
●Ensuring new staff are properly and thoroughly inducted and feel able to ask for help
● Understanding that personal issues and pressures at work may have a temporary effect on work performance
●Promoting information about, and access to, external support services
●Keeping in touch with staff if they're absent for long periods
● Monitoring staff sickness absence, and have support meetings with them if any patterns emerge (including return to work meetings)
● Conducting exit interviews with resigning staff to help identify any wellbeing issues that led to their resignation
●Leading in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
●Monitoring the wellbeing of staff through regular surveys and structured conversations
● Making sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
●Regularly reviewing the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
● Making sure job descriptions are kept up to date, with clearly identified responsibilities and staff being consulted before any changes are made
● Listening to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
● Communicating new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
●Establishing a clear expectations on out-of-hours working, including on when it is and isn't reasonable for staff to respond to communications, and provide clear guidance to all stakeholders
●Ensuring that the efforts and successes of staff are recognised and celebrated
● Producing calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
● Providing resources to promote staff wellbeing, such as training opportunities and development within other areas
●Organising extra support during times of extra pressure e.g. during inspections

The 'five' main drivers:

The DfE uses the following evidence-based model from 'What Works Wellbeing' to set out the five main drivers of wellbeing in the workplace, some of which overlap.

The Wellbeing Working Party have worked with the Headteacher and LGB to ensure that the school offers support in each of these drivers.

We have the following in place to support staff wellbeing, both as a response to a request for support or as a strategy to promote a positive workplace culture:

1)Health: Support for mental and physical health

- Supervision and emotional support
- Access to an Employee Assistance Programme (ThinkWell Staffordshire)
- Occupational Health support
- Action for Happiness: Everyday 'wellbeing' calendar
- Individual support from a Mental Health First Aider
- Accessibility arrangements and adapted working conditions if required
- Reassessing workload and looking at priorities if concerns arise

2)Security: Robust policies, secure site, bullying and harassment, financial security, confidence in the future

- Fire and lockdown procedures in place and regularly rehearsed
- Secure site and designated parking
- Clear Trust and leadership oversight over pay and financial position of school (including clarity in these procedures) with leaders held to account
- A clear staff code of conduct and expectations

3)Environment: Well-maintained physical facilities, clear working patterns, fairness, feeling valued

- PPA time can be taken from home
- Designated time for report writing
- Signposting to a range of support services e.g. bereavement
- A renovated and comfortable staff room

4)Relationships: Strong communication, supportive peers and management, respect, personal investment

- An open door policy for discussion with both school leaders
- Reduced nursery rates/wrap around care for staff children
- Peer support from a designated member of staff
- Positive noticing from Leadership
- Positive praisecards from parents and visitors

●Staff activities for development of relationships
●Staff wellbeing board in communal area and chance to celebrate colleagues

5)Purpose: Clear goals and accomplishment, ability to influence decision making, competence, CPD and development
●Clear CPD opportunities (see below)
●Working parties to support decision making
●Staff voice collected and summarised
●Cross Trust working to develop specialist areas

Leadership and management recognise the strong link between staff wellbeing and the opportunity to develop and grow within school.

There is a whole staff training calendar in place, which can be enhanced if an individual staff member wishes to do further CPD. The Headteacher is committed to ensuring these opportunities are well advertised and take place as far as possible. Examples of this are:

● NPQ courses
● CPD in an identified specialist area that a staff member wishes to develop e.g. Thrive training
● Specialist training supported by Central Co-operative Learning Trust

8. Working with parents/carers and families

Family plays a key role in mental health and wellbeing and there is clear evidence that support for family life has social and economic benefits. This policy is shared with parents and carers so they are aware of what Redbrook Hayes can offer.

We have outlined how we will work with parents/carers when there are mental health concerns relating to their child in section 6 of this policy.

We will also work with parents/carers to support pupils' mental health by:
● Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support and ensure that the correct level of support is in place in school
● Informing parents/carers of mental health concerns that we have about their child as outlined above
● Engaging with parents/carers to understand their parental mental health, as well as that of their child, and support them accordingly to make sure there is holistic support for all
●Signposting to sources of information and support about mental health and wellbeing on our school website and within school

● Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
● Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums)
● Keeping parents/carers informed about the mental health topics their child is learning about in PSHE
● Share ideas for extending and exploring this aspect of the curriculum learning at home
● Ensuring there is an open door policy for parents/carers to discuss any concerns they have relating to their child and ensure these are taken seriously
● Visiting a family in a different environment e.g. at home if this is more comfortable for those who are requiring support