



# Hawley Primary School Mental Health and Wellbeing Policy

*“Mental Health and wellbeing is 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”.*

As defined by The World Health Organisation

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## **Aims**

At Hawley, we know that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

*"Schools have an important role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their particular needs, as well as considering the needs of individual pupils".* DfE Mental Health and Behaviour in Schools November 2018.

We aim to promote positive mental health and wellbeing for our whole school community: pupils, staff, parents and carers. We recognise that mental health and emotional wellbeing are just as important to us all as our physical health.

We aim to ensure that our school is a nurturing and supportive environment where children develop their self-esteem and have positive experiences that support them in overcoming adversity, building resilience and accessing help when they need it.

We aim to ensure that pupils learn how to maintain positive mental health, learn what affects their mental health, will be able to make and maintain positive relationships with others and will be able to express a range of emotions appropriately.

In addition to children's wellbeing, we also recognise the importance of promoting staff mental health and wellbeing.

## **Purpose of the policy**

This policy sets out

- How we promote positive mental health
- How we prevent mental health problems
- How we identify and support pupils with mental health needs
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent children's mental health problems getting worse
- Where parents, staff and pupils can get advice and support

## **A whole school approach to promoting positive mental health**

We take a whole school approach to promoting positive mental health. Our approach aims to help pupils become more resilient, be happy and successful and to prevent problems before they arise.

This whole school approach encompasses seven aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience
2. Helping pupils to develop social relationships, support each other and seek help when they need to
3. Helping pupils to be resilient learners
4. Teaching pupils social and emotional skills and an awareness of mental health
5. The early identification of pupils who have mental health needs and the planning of support to meet their needs, including working with specialist services
6. Effectively working with parents and carers
7. Supporting and training staff to develop their skills and resilience

We also aim to create an open and positive culture that encourages the discussion and understanding of mental health issues.

### **Supporting positive mental health**

We believe that we have a key role in promoting pupils' positive mental health and in helping to prevent mental health problems.

### **Teaching about mental health and emotional wellbeing**

Through PSHE (Personal, Social and Health Education), we teach the knowledge and social and emotional skills that will help pupils to become more resilient, understand about mental health and help to reduce the stigma of mental health problems as the children get older.

**See Appendix 1:** How we teach Mental Health and Wellbeing through the PSHE curriculum

### **Hawley Habits of Learning**

We have developed the Hawley Habits of Learning and promote them throughout our school. They are:

- Collaboration
- Imagination
- Curiosity
- Resilience
- Discipline

We believe that working on these traits will not only help the children to become lifelong learners but will also promote positive mental health and wellbeing. We want

our pupils to thrive, even when life is challenging. Therefore, we explicitly teach children the Hawley Habits, embedding them in teaching and learning.

### **Zones of Regulation**

Zones of Regulation has been introduced as an intervention across KS1 and KS2 to enable pupils to build awareness of their feelings and to use a variety of tools and strategies to regulate themselves. It provides the school with a common language and a framework to support positive mental health.

### **Transition**

We prepare children for times of transition that can be challenging. For example, in preparing children for the transition to secondary school, we have a transition programme in place for the whole class but also offer extra support for those who need it.

### **Class Activities**

Within our school offer, with the support of our MHST (Mental Health Support Team), we offer whole class interventions such as Brain Buddies, Zones of Regulation and *.breathe* which teach children to recognise emotions and to develop the skills to tackle big feelings in their lives.

We also offer small group interventions such as transition groups and nurture groups.

### **Whole School Activities**

We hold a “Healthy Schools Week”, focusing our activities on both Mental and Physical wellbeing.

During Anti-bullying week, we promote positive action to prevent bullying and to ensure that children understand how to seek help if they or their friends are victims of bullying.

## **Identifying, referring and supporting pupils with mental health needs**

Our approach is to:

- Provide a safe environment to enable pupils to express themselves and be listened to
- Ensure the welfare and safety of pupils as paramount
- Identify appropriate support for pupils based on their needs
- Involve parents and carers when their child needs support
- Involve pupils in the care and support they have
- Monitor, review and evaluate the support with pupils and keep parents and carers updated

## Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Listening to pupils' concerns
- Analysing behaviour, attendance and sanctions
- Staff can report concerns about individual pupils to the Mental Health Lead or the Head Teacher
- Pupil Progress meetings include discussion on the wellbeing of pupils in a class.
- Meeting with parents

Any member of staff concerned about a pupil will take this seriously and talk to the Mental Health Lead or Head Teacher.

Staff are aware that a child's mental health needs might appear as non-compliant, disruptive or aggressive behaviour, which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

If there is a concern that a pupil is in danger of immediate harm, then the school's child protection procedures are followed.

## Assessment, Interventions and Support

Our aim is to put interventions in place as early as possible to prevent problems escalating. However, we also recognise that there are varying levels of need.

We recognise that children with behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. For example, if a child is feeling unhappy or anxious in the playground, s/he may be allocated a playground Buddy. Some children may work in a small group with an adult with a focus on building self-esteem or developing social skills. Others may "check in" regularly with an adult so that they know that there is a specific person that they can talk to if they are struggling. Whilst Zones of Regulation has been introduced across the whole school, we also recognise that some children may benefit from extra support in self-regulation, either in a small group or as individuals. Some children will need support that is more intensive at times. There are a range of mental health professionals and organisations that provide extra support to pupils with and their families. For example, children may be referred to our MHST (Mental Health Support team), who work under CAMHS and can provide whole class support, such as Brain Buddies or small group support, for example, MHST runs a transition group for those children transferring to secondary school who we believe might find the transition particularly difficult. The MHST can also work individually with children and their families.

Children with the highest levels of need may require support from a specialist service such as CAMHS or may even require a statutory Education, Health and Care plan. The school will communicate with parents at all levels of concern.

### **The roles and responsibilities of staff, including those with specific responsibilities**

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health.

**See Appendix 2 Protective and Risk factors** (*adapted from Mental Health and Behaviour DfE March 2016*)

Some children will require additional help and all staff have training on the skills required to look out for any early warning signs of mental health problems and to ensure that pupils with mental health needs get early intervention and the support that they need.

The Mental Health Lead works with other staff to coordinate whole school activities to promote positive mental health.

The Mental Health Lead also –

- Provides advice and support to staff and organises training and updates staff about the support available
- Liaises with the PSHE Coordinator on teaching about mental health
- Leads on and makes referrals to services

### **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 supporting their children with mental health needs.

We provide information and websites on mental health issues and local wellbeing and parenting programmes. Parents are encouraged to talk to their class teacher, the Mental Health Lead or the Head teacher if they have concerns about their own child or a friend of their child. Parents are also informed how to access support for themselves

#### **Supporting parents and carers with children with mental health needs**

When a concern about a child is raised, the school will meet with parents and carers and agree a plan together focusing on next steps. We will discuss how parents and carers can support their child. We will keep them up to date and fully informed of decisions about support and interventions for their child. We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive.

We also provide information for parents and carers to access support for their own mental health needs.

### **Supporting and training staff**

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early on and to know what to do and where to get help.

In addition to training, we also provide staff with the opportunity to access support in school. The Mental Health Lead has more specialised training and access to mental health professionals.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we encourage staff to maintain a healthy work life balance. Staff also have access to Camden's counselling service and support organisations.

### **Monitoring and Evaluation**

The Mental Health and Wellbeing policy is on the school website and hard copies are available to parents and carers from the school office. The policy is reviewed annually and monitored by the Governing Body.

This policy has links with:

- The Safeguarding policy
- Anti-bullying policy
- PSHE policy.
- SEN Information Report and Policy.
- Behaviour policy - Behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

## Appendix 1

Teaching Mental Health and Wellbeing at Hawley through the PSHE curriculum

Through our weekly PSHE lessons, pupils at Hawley learn the following:

### Key Stage 1

- To recognise, name and describe feelings including good and not so good feelings
- Simple strategies for managing feelings
- How their behaviour affects other people
- About empathy and understanding other people's feelings
- To cooperate and problem solve
- To motivate themselves and persevere
- How to calm down
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- The importance of talking about feelings and who to go to if they are worried
- About different types of teasing and bullying, that these are wrong and unacceptable
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

### Key Stage 2

- That mental health/wellbeing is a normal part of life, just like physical health
- That mental ill health/mental health problems are common and with support, especially if sought early, can help resolve problems
- What positively and negatively affects their mental and emotional health (including the impact of the media, isolation and loneliness)
- The benefits to mental health of physical activity, time outdoors, community participation
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect mood and ability to learn
- That humans experience a range of emotions in relation to different experiences and situation
- Positive and healthy coping strategies and self-care techniques, including rest, sleep time with friends and family, hobbies and interests
- About good and not so good feelings and how to recognise and talk about their emotions
- To be able to talk about the range and intensity of their feelings to others and judge whether what they are feeling is appropriate and proportionate
- To recognise and respond appropriately to a wide range of feelings in 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 (between Key Stages and schools), loss, separation, divorce and bereavement and the impact they have
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language) and the negative impact on mental wellbeing,
- About the importance of talking to someone if they are worried, recognising when they might need help and how to get help

**Appendix 2 Protective and Risk factors** (adapted from *Mental Health and Behaviour DfE March 2016*)

	<b>Risk Factors</b>	<b>Protective Factors</b>
In the Child	<ul style="list-style-type: none"> <li>• Genetic influences</li> <li>• Specific development delay</li> <li>• Communication difficulties</li> <li>• Physical illness</li> <li>• Academic failure</li> <li>• Low self-esteem</li> <li>• SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Being female (in younger children)</li> <li>• Secure attachment experience</li> <li>• Outgoing temperament as an infant</li> <li>• Good communication skills, sociability</li> <li>• Being a planner and having a belief in control</li> <li>• Humour</li> <li>• Problem solving skills and a positive attitude</li> <li>• Experiences of success and achievement</li> <li>• Faith or spirituality</li> <li>• Capacity to reflect</li> </ul>
In the Family	<ul style="list-style-type: none"> <li>• Overt parental conflict including domestic violence</li> <li>• Family breakdown (including where children are taken into care or adopted)</li> <li>• Inconsistent or unclear discipline</li> <li>• Hostile and rejecting relationships</li> <li>• Failure to adapt to a child's changing needs</li> <li>• Physical, sexual, emotional abuse or neglect</li> <li>• Parental psychiatric illness</li> <li>• Parental criminality, alcoholism or personality disorder</li> <li>• Death and loss – including loss of friendship</li> </ul>	<ul style="list-style-type: none"> <li>• At least one good parent-child relationship (or one supportive adult)</li> <li>• Affection</li> <li>• Clear, consistent discipline</li> <li>• Support for education</li> <li>• Supportive long term relationship or the absence of severe discord</li> </ul>
In the School	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Discrimination</li> <li>• Breakdown in or lack of positive friendships</li> <li>• Negative peer influences</li> <li>• Peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Clear policies on behaviour and bullying</li> <li>• 'Open door' policy for children to raise problems</li> </ul>

	<ul style="list-style-type: none"> <li>• Poor pupil to teacher relationships</li> </ul>	<ul style="list-style-type: none"> <li>• A whole-school approach to promoting good mental health</li> <li>• Positive classroom management</li> <li>• A sense of belonging</li> <li>• Positive peer influences</li> </ul>
In the Community	<ul style="list-style-type: none"> <li>• Socio-economic disadvantage</li> <li>• Homelessness</li> <li>• Disaster, accidents, war or other overwhelming events</li> <li>• Discrimination</li> <li>• Other significant life events</li> </ul>	<ul style="list-style-type: none"> <li>• Wider supportive network</li> <li>• Good housing</li> <li>• High standard of living</li> <li>• High morale school with positive policies for behaviour, attitudes and anti-bullying</li> <li>• Opportunities for valued social roles</li> <li>• Range of sport/leisure activities</li> </ul>

## Covid Addendum

Following on from the recent and ongoing outbreak of Covid-19, we are supporting pupils with their return to schooling through prioritising their recovery and their wellbeing. We are doing this by ensuring that all pupils:

- Feel a sense of calm and safety
- Are given opportunities to reconnect with their peers and staff members
- Feel a sense of control and ownership through individual and group responsibilities
- Experience positivity, a sense of home, and reassurances that this experience is temporary
- Are provided with opportunities to reflect, process and share their own individual experiences

Staff are aware that all pupil's experiences will have been different and that some pupils will require additional support over a longer period. Staff are aware that even those pupils who demonstrated positive mental wellbeing prior to the closure may now require additional support.