



Mental Health & Well-Being Policy

Developed: Summer 2021

Review: Summer 2022

Why Mental Health and Well-Being is Important

At Gotham Primary School, we aim to promote positive mental health and well-being for our whole school community, including pupils, staff, parents and carers. We recognise how important mental health and emotional well-being is to our lives in just the same way as physical health. Staff mental health and well-being is a priority and we intend to address the eleven commitments outlined in the DFE's Education Staff Well-being Charter in the forthcoming months.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need. All children go through ups and downs through their school career and some face significant life events. About 10% of children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on their quality of life, relationships and academic achievement.

The Department for Education (DfE) recognises that **"in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy"**.

School can be a place for children and young people to experience a nurturing and supportive environment that helps them develop high self-esteem, gaining positive experiences to overcome adversity and build 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 pupils well-being and can help engender a sense of belonging and community.

Our role in school is to ensure that pupils are able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils 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. We take the view that positive mental health is everybody's business and that we all have a role to play.

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

- to help children to understand their emotions and feelings better.
- to help children feel comfortable sharing any concerns or worries.
- to help children socially to form and maintain relationships.
- to promote self-esteem and ensure children know that they count.
- to encourage children to be confident and 'dare to be different'.
- to help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- to promote our school values and encouraging a sense of belonging.
- to promote pupil voice and opportunities to participate in decision-making.
- to celebrate academic and non-academic achievements.
- to provide opportunities to develop a sense of worth through taking responsibility for themselves and others.
- to provide opportunities to reflect.
- to access to appropriate support that meets pupils' needs.

We pursue our aims through:

- Universal, whole school approaches.
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder.

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we are teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Universal	Targeted	Individual
<ul style="list-style-type: none"> • Objective taught to the whole class as part of the RHSE curriculum which can be found in the RHSE progression. • Managing feelings resources e.g. check in boards • Building resilient classrooms • Restorative approach to behaviour • Zones of regulations • Relaxation techniques • Pupil voice • School council 	<ul style="list-style-type: none"> • Group ELSA sessions based on specific needs e.g. friendships • Circle of friends activities. • Post intervention groups where children self-support (UKS2) • Social stories 	<ul style="list-style-type: none"> • 1:1 ELSA sessions • 'Drop-in' ELSA for check-up after their sessions. • Lego therapy • Bespoke sensory diets for specific children • Social stories specifically designed for the pupil. • Access support from external agencies e.g. CAMHS, Early Help unit.

The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaire
- The Boxall Profile
- Sensory audits
- Mental Health questionnaire (differentiated for age group)
- Zones of regulations

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Janette Allen- Designated child protection / safeguarding Lead
- Marta Kenny - Designated child protection / safeguarding Lead and Mental Health and Emotional wellbeing lead
- Sarah Magirr - SENDCo
- Jo Roberts- Emotional Literacy Support assistant – ELSA

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support. The SENDCo will support staff to access support from external services.

Identifying Risk and Protective Factors

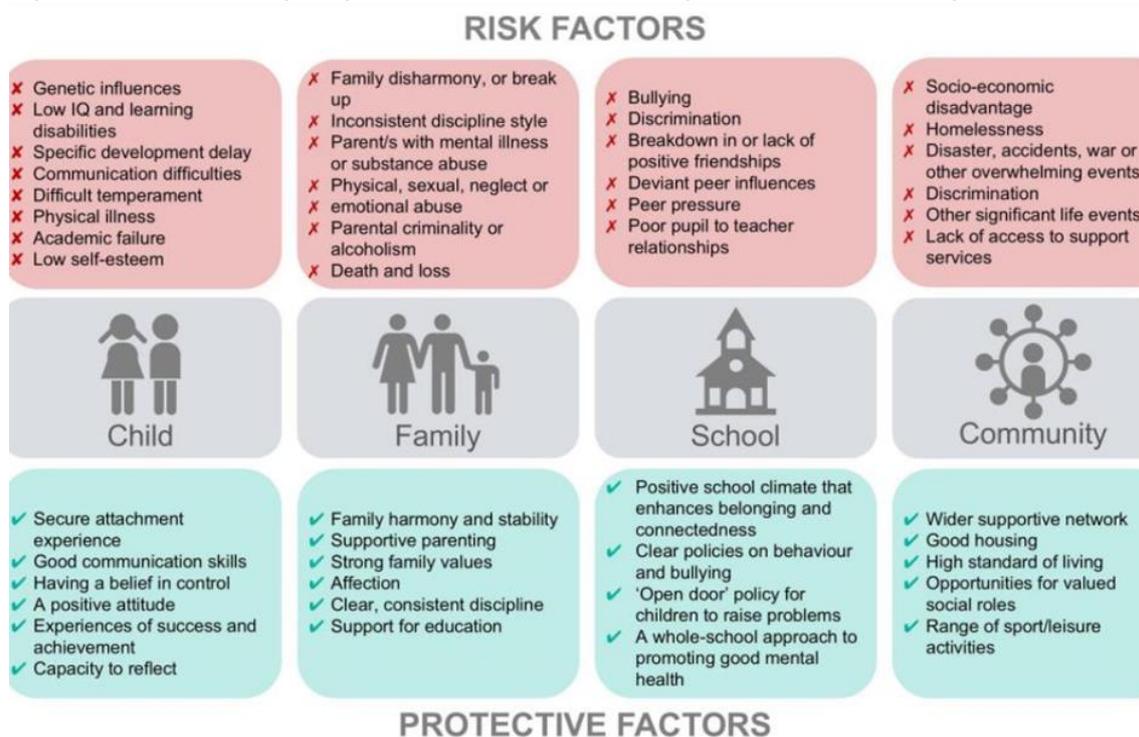
Staff training around mental health includes risk and protective factors. Staff will complete a vulnerability index for each child considering factors such as:

- Attendance
- Health needs
- Special Educational Needs and Disability
- Safeguarding concerns
- The impact of COVID-19

These are scaled with a point score to create a pyramid of need for each class showing children at different levels of risk.

School staff are also aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated safeguarding lead or SENDCo.

Risk and protective factors may be present within the child, family, school and community as can be seen below.



Working with Parents

In order to support parents we will do the following:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website.
- Ensure that all parents are aware of who to talk to if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children.
- Work together with parents and external agencies for specific children in need to further targeted support.

Working with external agencies

As part of our provision the school will work with other agencies to support children's emotional health and wellbeing including:

- Educational Psychologists
- ELSA Support
- CAMHS
- Primary Mental Health Team
- Primary Rushcliffe Behaviour Partnership
- Young Minds
- Early Help Unit
- Healthy Families Team
- Small Steps
- Social Care

Training

All staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding in order to enable them to keep students safe. Most staff have also received mental health training provided by the East Leake Family of Schools SENDCos and also as part of the academic resilience programme run by Young Minds.

The Educare learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in depth knowledge will be given when needed around specific groups or individual pupils.

This policy should be read in conjunction with our Medical policy and our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE and SMSC policies. It should also sit alongside child protection procedures.