



Southfields Primary School

Mental Health & Wellbeing

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Southfields Primary school is a place where everyone can feel safe and secure. Teachers ensure children flourish physically, mentally, and emotionally thereby achieving their potential. Diversity around and amongst us is celebrated and understanding of tolerance and respect is applied.

INTRODUCTORY STATEMENT OF INTENT

Our intent at Southfields Primary School within 'Mental Health and Wellbeing' is to produce:

'A child that knows everyone has mental health and well-being and that this is an ever-changing scale.'

Children develop their resilience skills to cope with the demands of day-to-day life.

They are equipped with a skillset that they can apply to challenging situations as and when they arise in a positive way. They are able to recognise the signs and symptoms of their own mental health and well-being. They know how, when and who to ask for support.

Positive attitudes to mental health and wellbeing are fostered through carefully designed teaching activities during PSHE sessions and whole school provision. The need for pupils to recognise their own mental health and wellbeing status reading and actively choose to read for different purposes informs this provision. Mental health and wellbeing celebrations such as World Mental Health Day are used to emphasise the importance of mental wellbeing and encourage pupils to share their emotions at home with their parents.

IMPLEMENTATION

Teaching about Mental Health

The skills, knowledge and understanding needed by children, to keep themselves mentally healthy and safe, are included as part of our developmental PSHE curriculum. The specific content of lessons is determined by the specific needs of the cohort but alongside the PSHE Association Guidance and Protective Behaviours to ensure that mental health and emotional wellbeing issues are taught in a safe and sensitive manner.

Through reflection and positive discussion, the children are given opportunities to talk through a wide range of issues relating to our modern world as well as improving their own state of mindfulness. Our Mental Health policy reflects the overall school aims, GARK values, and ethos of the school. It is linked to safeguarding, British values, rights and responsibilities, relationship education and the importance of physical activity and diet for a healthy lifestyle. The children are given the tools to develop their resilience, self-confidence, identity and relationships.

Targeted support

The school offers support through targeted approaches for individual pupils or groups of pupils which may include: Circle time approaches or 'circle of friends' activities, targeted use of emotional literacy resources, managing feelings resources e.g. 'worry boxes' and 'worry eaters', managing emotions

resources such as 'the incredible 5 point scale', Primary Group Work/Mental health and wellbeing groups, therapeutic activities including art, Lego therapy and relaxation and mindfulness techniques.

The school makes use of resources to assess and track wellbeing as appropriate (See Staff and Pupil Wellbeing Policy).

The policy supports the mental health and wellbeing of children with SEND, especially those with issues related to mental health. The school follows the SEND policy with regards to identifying, supporting and signposting these children.

Signposting

Staff, pupils and parents are made aware of what support is available within our school and how to access further support. By identifying needs and monitoring early warning signs all staff are made aware of measures to track the wellbeing of their pupils. These are aimed at identifying a range of possible difficulties including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators
- Anxiety

School staff may also become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs are always taken seriously and staff observing any of these warning signs communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate. Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- A change in eating habits
- Constant need for adult attention
- A change in emotional behaviour

Working with Parents

In order to support parents, sources of information and support about mental health and emotional wellbeing are highlighted on the school website. Parents have access to sources of further support e.g. through parent forums/ support groups and all parents are made aware of who to talk to, and how to get about this, if they have concerns about their child.

The emotional wellbeing and mental health policy is easily accessible to parents and ideas about how parents can support positive mental health in their children are shared. Parents are informed about the mental health topics their children are learning about in PSHE and ideas for extending and exploring this learning at home are shared.

Working with other agencies and partners

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

- The school nurse
- Educational psychology services
- Behaviour support through Specialist Teaching Service/ Educational Psychologist
- CAMHS (child and adolescent mental health service) / RISE
- Counselling services □ Family support workers

Training

As a minimum, all staff receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe. Training opportunities for staff who require more in-depth knowledge are considered as part of the performance management process and additional CPD is provided throughout the year where needed due to developing situations.

IMPACT

Children and all staff at Southfields School are well supported by the Pastoral team, Senior Leadership, Governors and colleagues. Children feel safe and secure and have many opportunities to express themselves and know who they can go to with any issues. Staff feel confident that they can talk to key staff about any concerns if necessary. The Head, DSL and Pastoral team can signpost staff when necessary. Staff have regular briefings and debriefings, formal and informal where they are encouraged to share successes as well as problems. Southfields School is committed to continuing to provide a safe, secure working and learning environment where everyone feels respected and valued.

Subject Leader Role

The Mental Health and Wellbeing leader ensures effective and regular monitoring takes place to identify and spread good practice across the school. This is done informally through surveys, activity days, conversation with staff and pupils and liaison with the Pastoral Team. They ensure that all staff and pupils know how to access key people and information in order to support the wellbeing of all.

The Subject Leader engages supportively with colleagues, communicating latest relevant information through notice boards, e-mail and conversation. They attend any relevant training designed to promote the mental health and wellbeing of staff and students and disseminate through staff meetings

Conclusion

This policy should be read in conjunction with the following school policies;

- SEND policy
- Inclusion Policy in cases where pupils mental health needs overlap with these.
- Behaviour Policy-
- Anti-bullying Policies-
- Child Protection Policy
- PHSE and SMCE policies
- Gender Equality
- Racial Equality
- Online Safety