

## Mental Health and Well – Being Policy Document

---

At Carnagill Community Primary 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. In 2017, about 1 in 10 children aged 5 to 16 have a 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. Mental Health and Well – Being has been promoted significantly since the 2020/2021 Pandemic, with new strategies in place to ensure no child has been severely affected by Lockdown and School Closures.

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 can 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.

### **Definition of mental health and wellbeing.**

We use the World Health Organisation's definition of mental health and wellbeing:

**“ 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”.**

# Carnagill Community Primary School

## Intent

At Carnagill Community Primary School, the intent of our Mental Health and Well – Being Policy is to ensure all young children:

- feel confident in themselves.
- can express a range of emotions appropriately.
- can 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.

## Implementation

Our School has developed a range of strategies and approaches including:

- Campaigns and assemblies to raise awareness of mental health.
- Peer mentoring – children working together to solve problems.
- Buddy system – a lunchtime group supporting their peers at play and lunchtime.
- Transition Programme to secondary schools which includes all Year 6 children are supported in a smooth transition to secondary school.
- Rewards and Praise – Headteachers awards, Hot Chocolate Fridays for children upholding our School values of Kindness, Independence, Curiosity, Pride, Aspiration and Commitment.
- Worry Monsters - a safe strategy where children can anonymously share worries or concerns in class that class teachers can then follow up confidentially.
- Circle times
  - Recognition and promotion of the School Rules – Be ready, be respectful and be safe.
  - Wellbeing week – whole school focus on doing things which make us feel good.
  - Displays and information around the School about positive mental health and where to go for help and support.
- Nurture groups working with the Learning Mentor.

## Impact

Children will:

- recognise empathy and understanding other people's feelings.
- cooperate and problem solve.
- motivate themselves and persevere.
  - develop individual strategies on how to calm down.
- be resilient and not give up.
- grow up with a positive mental health attitude and have tools to help support them in challenging circumstances.

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

This encompasses seven aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
2. Helping children to develop social relationships, support each other and seek help when they need it.
3. Helping children to be resilient learners.
4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children who have mental health needs and planning 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 their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

# Carnagill Community Primary School

## Expectations

### Year 1

Children can recognise, name, and describe feelings including good and not so good feelings.	
Children will know where they can go or who to talk to if they are worried about something.	Children will work together in a team.
Children can recognise how their behaviour affects other people and change their behaviour if needed.	

### Year 2

Children will be able to understand other people's feelings and help support them.	
Children will motivate themselves and persevere.	Children will learn how to calm down if they are feeling stressed, anxious, or frustrated.
Children will recognise, talk, and understand about change, loss and the associated feelings (including moving home, losing toys, pets or friends).	

### LKS2

Children will learn and recognise positive and healthy coping strategies to help them in challenging circumstances.	
Children will describe the range of feels they feel and recognise and respond appropriately to a wide range of feelings in others.	Children will learn to be resilient and motivate themselves to persevere and bounce back.
Children will learn how to be supportive of others and the importance of talking to someone and how to get help.	

### UKS2

Children will recognise what positively and negatively affects their mental and emotional health (including social media).	
Children will recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.	Children will learn about change, including transitions (between Key Stages and schools), loss, separation, divorce, and bereavement.
Children will learn 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.	

# Carnagill Community Primary School

## **Links to other policies.**

This policy links to our policies on Safeguarding, Medical Needs, Anti-Bullying, SEND and PSHE.

Links with the School's Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, it may be related to an unmet mental health need.

## **Staff roles and responsibilities, including those with specific responsibility.**

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need. All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death, and loss, including loss of friendships, family breakdown and bullying.

Sources of relevant support include:

- Senior Leadership Team
- Safeguarding/Child Protection Lead
- PSHE Lead
- Learning Mentor working with children with SEMH needs.
- SENCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision.

## **Identifying, referring, and supporting children with mental health needs.**

Our approach:

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

Staff are aware that mental health needs, such as anxiety, 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. If there is a medical emergency, then the School's procedures for medical emergencies are followed.

## **Early Identification**

Any member of staff concerned about a pupil will take this seriously and talk to the SLT or the SENCO.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Wearing long sleeves in hot weather.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

## **Disclosures by children and confidentiality.**

We recognise how important it is that staff are calm, supportive, and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount, and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the SENCO or Safeguarding Lead and recorded, to provide appropriate support to the pupil. All disclosures are recorded and held on CPOMs, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Mental Health Lead Practitioner – Mrs Louise Newport

Mental Health Champion – Mrs Sarah Bradshaw

Link Governor – Mr Chris Thwaites