



Greenleas Primary School - Mental Health Policy

Definition: "Mental health 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." (World Health Organization 2014)

At Greenleas, we recognise that a child's emotional health and well-being influences their cognitive development and learning. It is just as important as their physical health.

The mental well-being of our whole school community is a key part of our school ethos, and we aim to promote positive mental health for every child, parent, carer and member of staff.

This Mental Health Policy works alongside the following policies to support the health, safety and well-being of our pupils:

- ✓ Medical policy
- ✓ Safeguarding policy
- ✓ SEND information report/policy
- ✓ Behaviour policy

How we support Mental Health and Well-being at Greenleas - The Whole School Approach.

1. **Ethos and Environment** - we aim to create a nurturing and supportive environment, where everyone feels welcomed and has a part to play. Displays can be used to celebrate children's achievements and share strategies for developing positive mental health and well-being. The start of each new term prioritises mental well-being and settling children back in before new timetables begin. The focus is on belonging, expectations and working together to create a happy classroom and school. Welcoming the children into school is a priority for staff, ensuring that children make the transition from home to school smoothly. Children who find this particularly difficult are offered additional support. Our key message is to treat others as you would like to be treated.
2. **The Curriculum, teaching and learning** - Mental health and well-being is a key part of the PSHE curriculum, which contains work on our feelings, our identity and how to stay healthy (physically and mentally). However, much of the work in other subjects also allows us to open discussion about mental well-being - this includes work on famous people in history, characters in books, the lives of people in other countries. Above all, we want our children to be resilient learners in all areas of the curriculum. We encourage perseverance and learning from our mistakes and a positive mind-set in everything we do.
3. **Leadership and Management** - children's well-being is at the heart of everything we do. But it is also the role of the Senior Management Team (SMT) to support the well-being of all members of staff. This involves enabling them to achieve their goals, providing

the training necessary to do their job successfully and providing support when it is needed. Greenleas subscribes to Health Assured Employee Assistance Programme, which offers free counselling sessions and practical support for all staff members. The Senior Management Team take an overview across the school, reviewing pupils and families who are having difficulties and stepping in to offer additional support when needed.

4. **Working with parents and carers** - at Greenleas, working in partnership with home is at the core of everything we do. Our parents are keen to learn ways to support their children's well-being and attendance at workshops has been good. We have now created a group of Mental Health Ambassadors who meet regularly with Jen Higerson to plan and deliver events for parents. They have been involved in the writing of this policy. Greenleas works hard to support whole families, particularly when they are having difficulties. This may be a listening ear or sign posting for more specialist support.
5. **Pupil Voice** - listening to our pupils is a vital part of the whole school approach. All staff have been trained to identify children who may be struggling with anxiety, low mood, low self-esteem or who are going through a really difficult time, following a bereavement or serious family illness. It is vital that they make time to talk to the pupil, ensuring that help and support is offered in school, and where needed beyond this. Mental Health First Aiders can be requested to work with children, where staff have greater concerns.
6. **Identifying need and monitoring impact** - Children identified for intervention work, will be asked to score their feelings before and after the intervention, in order to measure success rates. Children will be asked (in an age appropriate way) what they hope to gain from the intervention and to set a target for themselves. These will be recorded and reviewed, alongside the child, at the end of the intervention.
7. **Target support** - children will be grouped by age and need, in order to target support correctly and efficiently. Where a child's needs go beyond what the school can offer, a range of options will be discussed with parents. No referrals will take place without parental consent. Support beyond school can include:
 - ✓ CAMHs consultation this can be made by a member of the school staff or the parent. Advice is given over the phone and follow up information packs can be emailed through. Occasionally a consultation can be accepted as a referral, if the child's need is considered urgent enough.
 - ✓ Where a neurodevelopment condition is being considered, referral onto the relevant pathway is via the school nursing service. A staff member, who knows the child well, completes the referral in conjunction with the parent.
 - ✓ School nursing service offers advice and support to parents at their drop in sessions across the Wirral. Parents can be signposted to this service.

- ✓ School can refer children to the Educational Psychology service where issues around mental health are having a significant impact on learning.
- ✓ The school SENCo can arrange a consultation with an Educational Psychologist to gain advice on how best to support a child. Parents' consent should be gained for this.
- ✓ Greenleas buys into support from the ADHD Foundation. Part of this includes one to one support for children who are having particular difficulties (usually but not exclusively related to their ADHD.)
- ✓ Where a child has a diagnosis for ASC or is on the ASC pathway, additional support can be sought from the ASC specialist teachers. School and parents contribute to these referral form.
- ✓ Jen Higgerson meets on a termly basis with the school's link from CAMHs. This is to discuss general issues around children's mental health. Where a specific child is to be discussed, parental consent must be sought first. These sessions are useful to share resources which can be used in school.

(See school support below for further details of what is on offer within school)

8. **Staff development** - We want all staff to feel confident in their knowledge of mental health and well-being. All staff have received training from the KIND team, to learn about how early trauma can affect children's mental health, and which intervention needs to take place to support the child's development. Staff have already worked for one year with the ADHD Foundation and this is going to continue into 2019-2020. Training has been around Neurodevelopmental conditions, as well as on issues around mental health. They have learnt mindfulness techniques - both for themselves - and to support the children. Staff have worked with Educational Psychologists and Assistant Educational Psychologists around the more complex needs of some of the children. Six members of staff are trained Mental Health First Aiders. Throughout the year, mental health training is cascaded through staff meetings and during parts of training days.

All staff are responsible for supporting and promoting good mental health and emotional well-being of pupils, staff and parents.

Staff with specific responsibilities are:

Mrs Edwards, Miss Russell and Mrs Higgerson - Designated Safeguarding Officers.

Mrs Higgerson SENCo and Mental Health Lead

Mrs Youdan - PSHE lead

Mrs Edwards, Mrs Wilson, Mrs Cecchini - Mental Health First Aiders (adult)

Mrs Higgerson, Miss Mastora, Mrs Madden - Mental Health First Aiders (youth)

Mrs Yvonne Shirley - Mental Health Governor

Supporting Children's Mental Health and Well-being at Greenleas

<u>Small Group Activities</u>	<u>Whole Class Activities</u>	<u>Whole School Activities</u>
<ul style="list-style-type: none"> • Anxiety groups (Cookie Club) • Older children to support younger children with anxiety. • Extended transition plans for secondary school • One to one or small group counselling from ADHD Foundation. • Steps Cards to support children to identify issues and move forwards with them • Managing anger • Social communication/friendship groups • Gratitude diaries • Regular brain breaks during lessons eg golden mile, trim trail, cosmic yoga. • Lunch time clubs • Special arrangements for children who struggle to manage lunchtimes 	<ul style="list-style-type: none"> • Mental well-being boxes in each classroom • Anti-bullying boxes • Shout-out walls to celebrate/thank/praise children • Circle time to discuss key issues • PSHE lessons • Sharing books, which raise key issues for discussion. • Mindfulness sessions • Reasonable adjustments for children who need additional support • Good relationships between children and staff, to enable children to feel there is someone they can talk to. • All children to participate in PE lessons. • Classroom corners for chill out time/colouring café etc. 	<ul style="list-style-type: none"> • Breakfast club to support vulnerable children and families • Assemblies to promote positive mental well-being • Mental Health Day • Health and well-being week • Displays around school • Staff mental health leaflet and numbers to contact • Anti-bullying week • Pupil Progress meetings discuss pupil well-being as well as academic progress • Parent ambassadors for mental health and well-being to work with parents, staff and children • Mental health garden • Lunch club, for children who find dinner times difficult.

In Conclusion

We want children, staff, parents and carers to feel valued, feel safe and have a sense of belonging. We want members of our whole school community to feel able to talk openly about their problems, without feeling any stigma. We want Greenleas to be a school where positive mental health is promoted and valued by all stakeholders.

In the words of the Department of Education, "in order to help their children succeed, schools have a role to play in supporting them to be resilient and mentally healthy."

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