

Harrow Lodge Primary School



MENTAL HEALTH AND WELLBEING POLICY

REVIEWED:	Spring 2024
EFFECTIVE PERIOD:	Summer 2024 – Summer 2025
DUE FOR REVIEW:	Spring 2025
RESPONSIBLE PERSON(S):	MISS N BEDNARCZUK

At Harrow Lodge Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff through a whole-school approach. We recognise that everyone experiences life challenges that make us vulnerable and, at times, anyone may need emotional support. We take the view that positive mental health is everyone's business and we all have a role to play. We actively promote positive mental health and wellbeing via our school values.

These consist of:

- Respect
- Empathy
- Aspiration
- Confidence
- Honesty

Our aim is to help develop the protective factors which build resilience to mental health problems. What we want as a school:

- for all children and staff to feel valued
- for children and staff to have a sense of belonging and to feel safe
- for children and staff to feel able to talk openly about their problems without feeling any stigma
- positive mental health being promoted and valued
- bullying not being tolerated and individual identities being celebrated

*For more information regarding bullying not being tolerated in our school, please refer to our **Anti-Bullying policy**.*

Definition

The World Health Organisation states that *'Mental health is a state of mental wellbeing that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community.'*

Why mental health matters

- 1 in 6 people report experiencing a common mental health problem (like anxiety and depression) in any given week in England
(taken from Mind's website 2024)
- Around 1 in 9 people in settings affected by conflict have a moderate or severe mental disorder.
- About half of mental disorders begin before the age of 14.
- Globally, 1 in 7 10-19-year-olds experiences a mental disorder.

(taken from The World Health Organisation)

- In the last three years, the likelihood of young people having a mental health problem has increased by 50%.
- Five children in a classroom of 30 are likely to have a mental health problem.

(taken from *The Children's Society: Good Childhood Report 2022*)

- 20.3% of eight to 16-year-olds had a probable mental disorder in 2023.

(taken from *NHS England: Mental Health of Children and Young People in England 2023 report*)

Pupil Wellbeing: Identification and Referring

At our school, we aim to promote positive mental health for every child, parent/carer and staff. We pursue this aim using universal, whole-school approaches and specialised, targeted approaches aimed at identifying vulnerable pupils and families.

We recognise that many behaviours and emotional problems can be supported within the school environment or with advice from external professionals. Some children and staff may need more intensive support at times and we work with a range of mental health professionals and organisations to support their needs.

Needs of the children and staff are also explored through pupil and staff questionnaires and areas that need to be developed and improved are addressed.

<u>Need</u>	<u>Intervention and Support</u>
Children's emotional needs are divided into the following three categories. We recognise that some children's needs may fall into more than one category and may require both whole-school and external support.	The kinds of interventions and support provided will be decided in consultation with key members of staff, parents and children.
Highest Need <i>External agencies involved</i>	<ul style="list-style-type: none"> -CAMHS referrals -CAMHS drop-in consultations -Early Help -Parenting Classes -HBBS: Havering and Brentwood Bereavement Service -Social Workers
Targeted need <i>Targeted in-school support</i>	<ul style="list-style-type: none"> -ELSA -Behaviour Support Assistant -Vulnerable Family Support -Food Bank -Help with supplying uniform -Pupil Premium budget -Mindfulness -Mentoring -Lunchalots
Low need <i>Whole-school approach</i>	<ul style="list-style-type: none"> -PSHE using the 'Jigsaw' curriculum -SMSC -RSE -Worry Corner and worry boxes -Pupil Questionnaires -Peer-mentoring; Restorative Approach -Peer-mentoring; support network -World Mental Health Week -Children's Mental Health Week

- Mental Health Afternoons
- Wellbeing book/wellbeing activities
- Trusted adult
- School nurse drop-in
- Assemblies; knife crime, core values, Star of Week, achievement awards
- Votes for Schools
- Anti-Bullying Week
- British Values Week
- Culture Day
- School Councillors
- Breakfast Club
- After-school clubs
- Growth Mindset
- Mental Health Champions within KS2
- A wellbeing programme for EYFS and KS1 related to a 'Sophie Says It's Okay Not To Be Okay' story set

'Mental Wellbeing' forms part of the statutory guidance outlined in the DfE guidance for Health Education for primary schools. *For more information regarding this, please refer to our **PSHE/RHE policy**. Please also see **Appendix One** below. For more information regarding SMSC, RSE and British Values, please refer to our **SMSC policy, RSE policy and British Values statement**.*

Staff wellbeing

We recognise the importance of staff wellbeing and are seeking to actively promote this across our school.

We conduct questionnaires to collect information regarding staff wellbeing. After analysing the data, plans of action are formulated to address areas of improvement needed which are then acted upon. Staff input and feedback is taken on board during this process to ensure that we all move forwards collectively as a team. This is an on-going cycle and is repeated to assess and reflect current views and to target individual needs.

We also promote staff wellbeing through outside agencies. There are:

Occupational Health

Provided by RPS

The purpose of Occupational Health is to:

- identify and help prevent illness caused by work.
- advise on the fitness of an employee to do their job.
- improve and maintain the health of the workforce to the mutual benefit of both employee and employer.

Employee Assistance Programme (EAP)

Provided by Health Assured

- A Health e-hub app and online portal: a library of resources to help you get through life's challenges.
- 24-hour helpline.
- Telephone counselling.
- Face-to-face counselling sessions.

EAP can be contacted on 0800 030 5182.

We provide an open-door policy at our school.

Staff wellbeing is addressed within staff meetings and staff are signposted to useful information to help with their own wellbeing.

Informal conversations with members of SLT regarding wellbeing offer help to staff to support them with individual needs.

A wellbeing email has been set up to provide inspirational messages to staff to help to keep them motivated and to remember how much they are appreciated.

Staff can take advantage of our termly Mental Health Afternoons whereby they develop their own wellbeing knowledge or skills alongside children.

Staff voiced that disruptive children within the class are one of the greatest causes of stress and, therefore, we address this by removing highly disruptive children as soon as we are alerted that there is a need to do so.

Workload is considered regularly and addressed through staff meetings where we negotiate ways to ensure that it is manageable and time is used effectively.

Assessment and data drops have been reduced to one per term and pupil progress meetings are held within working hours in order to prevent further evening meetings.

Directed Time is reduced to staff meetings, parents' evenings and open evenings.

Staff are allocated management time during the term to address subject-lead related work.

Formal monitoring only occurs once a term and subject learning walks are carried out within a culture of supportive encouragement.

We value acknowledging and appreciating staff efforts through gatherings throughout the year such as end of term celebrations.

Staff are actively encouraged to attend their own children's special events as it was voiced that such benefits as these are valued highly and relieve stress levels.

We provide beverages and milk free of charge to all staff and allow staff the freedom to choose whether they wish to work beyond the school finish time or not except for staff meeting evenings.

We continue to look for ways to promote staff wellbeing further and ensure that this is placed at the forefront of our vision.

Appendix One

Statutory guidance outlined by the DfE as part of Health Education for primary schools related to 'Mental Wellbeing.'

By the end of primary school:

	Pupils should know
Mental wellbeing	<ul style="list-style-type: none">• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.• H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.• H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).• H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Appendix Two: Mental Health and Wellbeing Recovery Curriculum

In light of the pandemic, staff were trained on identifying signs of trauma in children post lockdown and wellbeing activities had been placed at the forefront of learning to help children to settle back into the routines of school life. Barry Carpenter's Recovery Curriculum had been shared with staff and acknowledged and appreciated. Children took part in a variety of wellbeing activities, with some lessons being related to the 'Jigsaw Recovery Package' that had been on offer to our school. A wellbeing book had been set up for each class and Mental Health Afternoons took place on the last Friday of each month to continue to promote positive mental health and wellbeing. Each class also had a worry box set up for children to express any concerns that they have. To date, class wellbeing books, Mental Health Afternoon and worry boxes are still in place to support our children's mental health and wellbeing. Staff can also still access training related to trauma on our school system if and when they feel they need to refer to it for any individual cases.