



# **Mental Health and Wellbeing Policy (MHWB)**

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Guidance referenced	Advice from Anna Wright <a href="http://www.mentallyhealthyschools.org.uk">www.mentallyhealthyschools.org.uk</a> <a href="http://www.ncb.org.uk">www.ncb.org.uk</a>
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### 1.0 Introduction

*'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 Organisation)*

At Cleves School, we aim to promote positive mental health for every child and every member of our staff. We pursue this aim using both whole school approaches and specialised, targeted approaches aimed at vulnerable children. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health policies and procedures, we can promote a safe and stable environment for all children at Cleves. This includes children affected both directly and indirectly by mental ill health. This policy describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

### 2.0 The Aim of this Policy

- To promote positive mental health in all children and staff

- To promote and open culture which increases understanding and awareness of mental health issues
- Build awareness with staff to the early warning signs of mental ill health
- To identify how we provide support to those affected by mental health (directly or indirectly) at Cleves School

### **3.0 Mental Health and Wellbeing Vision Statement**

In Spring 2020, three working parties were set up to create and design our vision statement. Children, parents and teachers made up a working party each. Each working party then spent time alone to discuss what they felt were the most important things to consider for the MHWB provision we provide at Cleves. Once they had brainstormed their ideas and had time to consider their thoughts and feelings, the following vision statement was written taking all of their ideas and considerations into account:

*'At Cleves we aim to provide a safe, caring environment in which we support the well-being of all of our children, staff and parents. We put well-being at the heart of our community and aim for learning and personal well-being to go hand in hand. We recognise both children and staff for their strengths and try to support them in developing resilience to tackle any weakness, so that they can grow and feel good about themselves.'*

### **4.0 Key Staff Members**

This policy aims to ensure all staff take responsibility to promote the mental health of children at Cleves, however key members of staff have specific roles to play:

- Designated Safeguarding Lead
- SENCO
- Pastoral Team
- Welfare Officer

Any member of staff who is concerned about the mental health or wellbeing of a child should immediately make a referral to the Designated Safeguarding Lead following the Safeguarding and Child Protection Policy.

## 5.0 Risk Factors

Certain characteristics put some pupils at more risk of developing mental health problems than others. These risks can relate to the child themselves, to their family, to their community or life events.

### In the child:

- Genetic influences
- Learning disabilities
- Specific development delay or neuro-diversity
- Communication difficulties
- Difficult temperament
- Physical illness
- Academic failure
- Low self-esteem

### In the family:

- Overt parental conflict including domestic violence
- Family breakdown (including where children are taken into care or adopted)
- Inconsistent or unclear discipline
- Hostile and rejecting relationships
- Failure to adapt to a child's changing needs
- Physical, sexual or emotional abuse or neglect
- Parental psychiatric illness
- Parental criminality, alcoholism or personality disorder
- Death and loss – including loss of friendships

### In the school

- Bullying
- Discrimination
- Breakdown in or lack of positive friendships
- Peer pressure
- Poor pupil to teacher relationships
- Special Education Needs

### In the community

- Socio-economic disadvantage
- Homelessness
- Disaster, accidents, war or other overwhelming events
- Discrimination
- Other significant life events

(Taken from “Mental Health and Behaviour in Schools”, Department for Education 2016)

## **6.0 Identification of Mental Health and Wellbeing Issues**

Issues/warning signs which could affect children at Cleves School:

- Bullying or becoming socially withdrawn
- Changes in eating/sleeping habits
- Academic pressure
- Parental divorce or separation
- Peer Pressure
- Arrival of new sibling
- Anxiety
- Bereavement
- Self-harm
- Expressing negative feelings
- Secretive behaviour

School staff may become aware of warning signs which could indicate a child 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 at Cleves School as set out in section 4.0 of this policy – Key Members of Staff.

There is a complex relationship between poor mental health and Special Educational Needs and/or Disabilities (SEND). Children and young people with SEND can be at higher risk of mental health difficulties than those without SEND. Meanwhile, mental health difficulties may also be a cause of SEND. We are aware of this at Cleves and track this overlap between SEND children and mental health carefully.

## **7.0 Teaching about Mental Health and Wellbeing**

The skills, knowledge and understanding needed by our children to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE curriculum, special weeks and assemblies.

The specific content of lessons and initiatives will be determined by the age and needs of the children and their cohort, but there will always be an emphasis on enabling children to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

## **8.0 Working with Parents**

In order to support parents with their child’s positive mental health and wellbeing we will:

- **Offer support from school's family support worker**
- Highlight sources of information and support about common mental health issues on our school website.
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child.
- Make our mental health policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children through our information sessions, website and other communications.
- Keep parents informed about any mental health topics covered within the PSHE curriculum.

## **9.0 Support available in school**

Cleves School is proud of the initiatives we offer to our children and parents. They can be outlined as follows:

- Designated Welfare Officer who can support children and families.
- Targeted pastoral intervention groups to support children
- Drawing and talking therapy
- Learning Space, strategy-based therapy from CAMHS
- Nurture room – a safe place for identified children to use at breaks and lunchtimes.
- Two counsellors who see a variety of children and parents.
- Wellbeing Woofers
- Sports Mentor
- Lunchtime Yoga clubs and whole class yoga sessions
- Access to a school nurse
- Behaviour support
- Education psychologist
- Primary Mental Health Worker allocated to school
- CAMHS
- Speech and Language
- In house physiotherapist
- In house Speech and Language therapist
- A Wellbeing Committee made up of pupils, parents, governors and staff.
- Wellbeing Champion Council. The Wellbeing Champions meet once every half term to discuss any concerns or issues the children feel need to be addressed at the school. They also come up with ideas for special initiatives around mental health and wellbeing.

Partnerships are key if successful pupil outcomes are to be achieved. Cleves collaborates with a wide range of partners to ensure that children in our school can achieve to the best of their abilities.

## **10.0 Signposting**

We ensure that staff, pupils and parents are made aware of sources of support within school and in the local community.

Relevant sources of support are displayed in communal areas and corridors. We regularly highlight sources of support to parents and staff by a monthly wellbeing newsletter for parents and staff. The school website also signposts parents to some useful webpages on a range of topics.

## **11.0 Staff Mental Health and Wellbeing**

At Cleves, we recognise that our staff are our most important resource and are valued, supported and encouraged to develop personally and professionally within a caring, purposeful learning community. We recognise that there is a direct correlation between the wellbeing of our staff and the wellbeing of our pupils, and that the culture and ethos of a school are determined by the extent to which staff work towards a shared vision.

We believe that it is essential that all staff feel part of a valued team, have the opportunity to express their views and are supported to manage their workload within a culture that supports a healthy work-life balance. **Staff are encouraged to seek support if required and to call upon the resources and expertise available. This may include access to our trained counsellors or signposting to external agencies and professionals. Staff are also encouraged to support colleagues by encouraging them to seek assistance or by passing on their concerns about a colleague directly to our welfare officer or a senior leader. We believe we have a responsibility to support, assist and help each other.**

The purpose of this policy is to ensure that we embrace the many school practices that support staff health and wellbeing, to minimise the harmful effects of stress and ensure that there is cohesion in working towards health and wellbeing for all staff. It outlines some of the ways in which we commit to maintaining staff wellbeing and it recognises that each individual member of staff and their circumstances are different but provides an overview of the basis on which everyone can contribute, and expect to be treated.

### **Aims**

We aim to ensure that our school:

- supports staff mental health and wellbeing
- minimises stress where possible
- helps staff to keep a healthy work-life balance
- helps staff to manage their family and work responsibilities
- ensures staff feel valued
- recognises and promotes the importance of a happy team
- involves staff in decision making

- takes account of equality implications.

## 12.0 Useful Mental Health and Wellbeing Links

**Happy Maps** - HappyMaps is a charity developed by GPs and CAMHS professionals with help from parents and young people. We've pooled what we think are some of the best mental health resources for parents and carers, and for young people and children, in one place. <https://happymaps.co.uk/>

**Young Minds** - The UK's leading charity committed to improving the wellbeing and mental health of children and young people. Information for young people and parents including a parent helpline <https://youngminds.org.uk/>

**Childline** - Counselling online and on the phone anytime

<https://www.childline.org.uk/>

**Heads Together** - A mental health initiative spearheaded by The Duke and Duchess of Cambridge and Prince Harry, which combines a campaign to tackle stigma and change the conversation on mental health <https://www.headstogether.org.uk/>

**Kooth** - Free, safe and anonymous online counselling every day until 10pm

<https://kooth.com/>

**Kidscape** - Information and resources to prevent bullying

<https://www.kidscape.org.uk/>

**Cruse Bereavement Care** - Support for adults, children and families

<https://www.cruse.org.uk/surrey-north-area/bereavement-support>

## 13.0 Training

- All staff and governors will receive regular training about recognising and responding to mental health issues
- Training opportunities for staff and governors who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported

## 14.0 Evaluation

The Mental Health and Wellbeing Policy and provision at Cleves School will be reviewed yearly. This will include reviewing staff training needs, reviewing the curriculum in relation to mental health and ensure we have the most up to date information about local provision to support children available.

## 15.0 Links with other policies

This policy is linked to the following:

- Attendance policy
- Behaviour policy
- Child Protection and Safeguarding policy

- Equality policy
- SEND policy
- PSHE Policy
- SRE Policy