



Mental Health and Wellbeing Policy

Happy, Hardworking, Successful.

Persons Responsible

Miss Dee Carroll – SENDco and Mental Health First Aid Champion for Children
P. Jones – DHT and Mental Health First Aid Champion for Adults
D. Colley – HT and Mental Health First Aid Champion for Adults

Rationale and Aims:

At Woodgate Primary School we aim to promote positive mental health and wellbeing for our whole school community (children, staff, governors, parents and carers), and recognise that mental health and emotional wellbeing is as important to our lives as physical health is.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning, achievement and social relationships. All children go through ups and downs during their school career and some face significant life events. About 1 in 10 children aged 5 to 16 have a diagnosable mental health need that can have an enormous impact on their quality of life.

Woodgate Primary School is committed to raising awareness, increasing understanding and providing a place where all children and staff feel safe, secure and able to achieve and experience success and wellbeing.

A consistent approach means that the school environment and school ethos promote the mental health of the whole school community.

Healthy relationships underpin positive mental health and have a significant impact on life outcomes.

At Woodgate Primary School, we will provide a mentally healthy environment which has:

- A commitment to being responsive to children's and staff needs
- Strong links with external agencies to provide access to support and information
- A named lead for mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business'

A mentally healthy environment where children:

- Have a right to be in an environment that is safe, clean, attractive and well cared for
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times
- Have access to appropriate support that meets their needs
- Have the opportunity to develop decision making, self-esteem and wider responsibilities

A mentally healthy environment where staff:

- Have their individual needs recognised and responded to in a holistic way
- Have a range of strategies that support their mental health, e.g. a named person to speak to, signposting
- Have their mental health and wellbeing reviewed regularly
- Feel valued and have opportunities to contribute to decision making processes
- Can access proactive strategies and systems to support them at times of emotional need

A mentally healthy environment where the whole school community:

- Is involved in promoting positive mental health
- Is valued for the role it plays in promoting positive mental health
- Contributes towards the ethos of the school

A healthy learning environment provides opportunities that promote positive mental health through the National Curriculum and extended provision, e.g. P.S.H.E., play, nurture group, differentiated activities, parent events, challenging stereotypes etc.



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Identification of Mental Health Needs

We aim to identify children, parents and staff with mental health needs as early as possible in order to stop things from getting worse. We do this in different ways including:

- Analysing behaviour and attendance data
- Close monitoring of Myconcern entries
- Conversations with staff, parents or children
- Being alert to changes in behaviour or presentation
- 3 houses signs of safety tool
- Diagnostic tools such as Boxall profile and RCADS
- Gathering information from questionnaires
- Gathering information from previous school on transfer
- Home visits at EYFS
- Pupil progress review meetings each term
- Pupil Support Panel (PSP) meetings
- Information sharing from other agencies

Supporting Mental Health Needs

Once a need has been identified and the person has accepted support, this can be provided in many ways including:

- An identified person to speak to as needed
- Adjustment to timetable and/or work patterns
- Phased/supported return to work
- Referral to occupational health services
- Access to school based Psychotherapist (funded by school)
- Access to Malachi Family Support Worker (funded by school)
- Access to WRAP provision (Woodgate Recovery and Positivity Room)
- Access to Lunchtime Nurture group
- Early Help referral
- Referral to CAMHS
- Signposting to 'The Hub' (Birmingham drop in centre for mental health)

Involving Parents and Carers

We recognise the important role that parents and carers play in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children who do have mental health needs. Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents themselves. We give children the option of informing their parents and carers about their mental health needs for themselves or of accompanying and supporting them to do so.

Staff Training

We want all staff to be confident in their knowledge of mental health and wellbeing, to be able to promote mental health and wellbeing and to identify mental health needs early in children and parents and to know where to get advice and support.

All staff have received mental health awareness training and attachment and trauma awareness training.

All teachers have received Level 1 yoga training to support relaxation techniques.

The mental health lead Miss Carroll is a qualified mental health first aider. She also attends termly training for local and national updates.

The Head Teacher and Deputy Head Teacher are Mental Health First Aid Champions for Adults.



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Supporting staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing.

At the start of their employment staff have an effective induction which allows them to make a positive and supported transition into school life.

Staff run yoga classes and badminton club as well as organising regular social events.

Staff questionnaires cover wellbeing and senior leaders respond to any points raised.

Staff have access to the school based psychotherapist.

Where possible PPA is shared for teachers in the same year group to share workload and ideas.

Where possible requests for time off in school time for family events, such as supporting their children's school events, are agreed.

INSET and staff meeting times are used efficiently and kept to a minimum.

A staff representative meets regularly with the head teacher to share information and negotiate matters concerning staff workload and work/life balance.

Confidentiality and Disclosure

Staff make it clear to children and parents that concerns may be shared with the Mental Health Lead or DSL and may be recorded in order to provide appropriate support.

Monitoring and Evaluation

This policy is on the school website for the school community to access. The policy will be reviewed every 2 years or sooner if changes to practice occur.

Date of Policy: Spring 2019

Next Review Due: Spring 2021

Ratified by Full Governing Body

Signed:

Date:

Chair of Governors