St Peter's Brafferton
C of E (VA) Primary School

Let your light shine!

At St Peter's Brafferton, we are a nurturing community where every person can **flourish.** We aspire to be the best in all we do, promoting **lifelong learners** who are curious, compassionate, and courageous. We **value** every person and every opportunity to **'let our light shine'**.

> *"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven."*
> — Matthew 5:16

Mental Health and Wellbeing Policy

Scope

At St Peter's Brafferton CE VA Primary School we are committed to promoting positive mental health and emotional wellbeing for all pupils, families, members of staff and governors. Our open culture allows all voices to be heard, and through the use of effective policies and procedures we aim to provide a safe and supportive environment for all affected. This policy has been formulated with guidance from Anna Freud National Centre for Children and Families, North Yorkshire Education Service and NSPCC.

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.

Aims:

- Promote positive mental health and emotional wellbeing for our community.
- Remove the stigma of mental health issues.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in pupils and each other.
- Enable staff to understand how and when to access support; both for themselves and pupils; who may have mental health issues.
- Provide the appropriate support to pupils with mental health issues.
- Develop resilience amongst pupils and raise awareness of resilience building techniques, creating a safe and nurturing environment for all.
- Raise awareness amongst our community of mental health issues and encourage staff to disclose any mental health issues in a supportive environment.
- Encourage a mental health friendly environment where everyone is aware of the signs and symptoms of mental ill health and can effectively sign post pupils and families.

Ethos

St Peter's Brafferton CE (VA) Primary School is committed to putting our Christian vision into action and creating an inclusive culture where all adults working in school feel valued and are comfortable asking for help or raising concerns. This policy is intended to outline the ways in which we work together to make sure our school is a

safe, caring and happy place, which in turn will benefit our pupils and our community. All staff play a key role is managing mental health and wellbeing concerns with pupils and these are handled in a sensitive manner.

Staff roles

This policy aims to ensure all staff take responsibility to promote the mental health of pupils and each other. However, key members of staff have specific roles to play:

- Headteacher/ Senior Mental Health Lead- Mrs Sarah Anderson
  - Designated Safeguarding Lead – Mrs Sarah Anderson
  - Designated Deputy Safeguarding lead –Miss Sarah Atkinson
  - SENCO – Miss Sarah Atkinson
  - Staff Mental Health Champion – Mrs Teresa Lott
  - PSHE Coordinator – Mrs Sarah Anderson
  - Mental Health First Aider

Pupil Mental Health Concerns

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children could be described as experiencing mental health problems or disorders.

Many of these problems will be experienced as mild and transitory challenges for the child and their family, whereas others will have serious and longer lasting effects. When a problem is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, children are often described as having mental health disorders.

If a member of staff is concerned about the mental health or wellbeing of a pupil or parent, in the first instance, they should speak to the Senior Mental Health Lead. If there is a concern that the pupil is a high risk or in danger of immediate harm, the school's child protection procedures should be followed. If the pupil presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

Individual Care Plans

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the parents, and relevant professionals.

Teaching and learning

For all pupils with mental health needs reasonable adjustments will be made to ensure full access to the curriculum. These may include:

- Sensory breaks from class when required;
- Provision of stress relief toys;
- Directed adult support when necessary;
- Work broken into small chunks;

Curriculum

We use Jigsaw and No Outsiders as our PSHE scheme throughout school and this has a focus each session on mental wellbeing through 'calm' and 'mindfulness moments'. Children are taught how to look after their own and others mental health. In addition to this, we also offer each class a half term block on Forest Schools where they work outside in the natural environment.
Our curriculum enrichment of mental health is through our 'Wellbeing Warriors' across school who promote mental health to pupils through Collective Worships, Children's Mental Health Week and extra events throughout the school year.

Signposting

We will ensure that staff, pupils and parents/carers are aware of the support and services available to them, and how they can access these services. Within the school (noticeboards, electronic display boards etc.) and through our communication channels (newsletters, website, Class Dojo), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure staff, parents and pupils understand:

- What help is available
- Who it is aimed at
- How to access it
- Why should they access it
- What is likely to happen next

Targeted support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We work closely with other professionals such as:

- Educational Psychologist
- North Yorkshire Emotional Resilience Service
- SEN hub Support
- Early Help service

In addition, we offer the following provision in school:

- Drawing and Talking Therapy
- Individual Mentoring including the use of the 3 houses (house of worries, house of good things and house of dreams)
- Use of restorative approach
- Zones of Regulation
- Forest Schools
- Emotional wellbeing reading sessions (we have a wide range of texts to support pupils)

When thresholds are met referrals may be made to:

- Emotional Resilience Service
- CAMHS
- Compass Pheonix
- Young Carers
- Children's Services

- Early Help

In some cases a multi professional meeting will be arranged to discuss the case further. Some children will neither meet thresholds nor be able to access individual therapies. As a school we attempt to offer one to one pastoral support for these pupils. This may be delivered by using an individual intervention plan (bespoke planned).

Staff training
All staff have regular safeguarding training throughout the school year. Some staff have more in depth mental health training so that they can support more specifically across school. The Senior Mental Health Lead shares updates and CPD opportunities with staff too.

Role of Headteacher
- To ensure the implementation of this policy
- To support and guide staff in safeguarding mental health and wellbeing
- To report pupil wellbeing to governors
- To monitor referrals made by Senior Mental Health Lead

Role of Governors
- To ensure that mental health and wellbeing is a standing item on FGB agenda
- To monitor mental health and wellbeing
- To allocate two link governors (staff wellbeing and pupil wellbeing)
- To monitor wellbeing CPD

Role of Senior Mental Health Lead

- To oversee pupils and families mental health and wellbeing
- To provide wellbeing CPD for staff
- To provide support to staff in supporting pupil wellbeing/supervision
- To refer to external agencies as and when required

Role of School Staff
- To ensure pupil wellbeing is cared for on day to day basis
- To report wellbeing concerns to the Senior Mental Health Lead
- To be vigilant of vulnerable pupils and other pupil groups who may need further support

Role of Parents
- To work alongside school to support pupil wellbeing
- To share concerns with school in a timely manner
- To communicate openly about situations that may affect their child's mental health
- To access wider support from external agencies

Linked policies
Child protection and safeguarding
PSHE policy
Staff wellbeing policy

Monitored by: Full Governing Body
Date adopted: November 2024
Next review: November 2027
Review Cycle: 3 yearly