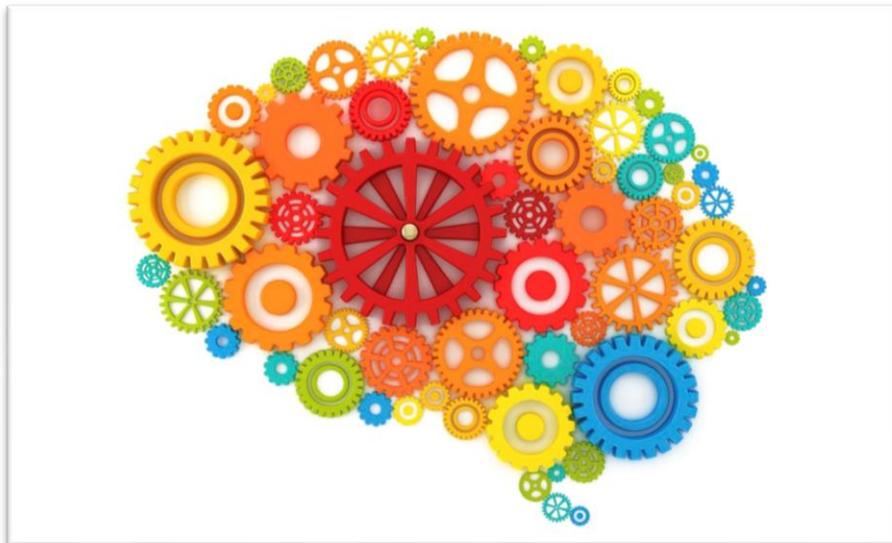


Shinewater Primary School



Mental Health and Emotional Wellbeing Policy



Approval Date	November 2019
Next review	November 2019
Co-Headteachers	Mrs M. Burbidge/Mrs N. Kaufman
Chair of Governors	Jane McCarthy-Penman
Version	1

Vision:

Children's social and emotional wellbeing is important in its own right but also because it affects their physical health (both as a child and as an adult) and can determine how well they do at school.

The mental health of children, staff and the wider whole school community impacts on all areas of development and learning. At Shinewater Primary School we recognise our responsibility to promote and support positive mental health and wellbeing.

Our Wellbeing Policy has been agreed by staff, governors and pupils in order to support the ethos and values of our school. It underpins our school improvement priorities and describes the structures and strategies within the school which will enable us to support the mental health and wellbeing of our whole school community.

At Shinewater Primary School we aim to provide a whole school approach to promoting positive mental health by:

- Promoting an ethos and policies to support mental health and wellbeing
- Providing an emotionally secure and safe environment that prevents any form of bullying or violence
- Helping children to develop social relationships, support each other and to seek help when needed
- The early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services
- Providing specific help for those children most at risk or already showing signs of social, emotional and behavioural problems
- Raising awareness within the wider community to de-stigmatise mental health
- Effectively working with parents and carers
- Supporting staff to develop their own resilience and offering training in how to develop children's social, emotional and psychological wellbeing.

Through this whole school approach we aim to ensure that we have:

- Happy and motivated pupils and staff
- Pupils who are highly engaged in the learning process
- Effective teaching resulting in improved attainment
- Parents and carers more involved in school life and learning
- Pupils and staff with high self-esteem, confidence and resilience
- Improved attendance
- Strong staff morale and low staff absenteeism
- Positive and effective relationships within the whole school community

How we support children's positive wellbeing and mental health:

Through the Jigsaw PSHE curriculum:

The skills, knowledge and understanding needed by children to keep themselves mentally healthy and safe are included as part of our PSHE curriculum. The content of lessons is determined by the specific needs of each cohort and we also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner. Children are encouraged and supported by staff to learn and talk about their emotions.

The school promotes an anti-bullying culture:

- Strong school ethos of tolerance, respect for difference and diversity
- Active listening

- A robust anti-bullying policy and procedures
- Regular discussion during class circle times
- A clear weekly structure for assemblies, including Wellbeing Wednesday assemblies to tackle issues such as cyber bullying
- Participation in National Anti-bullying Week: assemblies and class-based workshops
- Pupil voice, mediation sessions, weekly parent PSP meetings
- Nurture group, social skills/friendship groups, peer mentoring, in-house counselling, Swale Family Support Worker
- Referrals to external agencies, e.g. Education, Behaviour and Attendance Service (ESBAS)

School facilitates a context for learning and personal development:

- Providing a stimulating and attractive environment which is well-resourced and maintained
- Wellbeing zones situated around the school equipped with calming resources to help the children relax. This is a positive safe place for children to take time out in order to regulate their emotions
- Establishing clear expectations regarding behaviour for learning and social cohesion
- Encouraging a positive and caring ethos where every individual is valued
- Providing a balanced, interesting and creative curriculum
- An exciting range of extracurricular provision
- Appropriate levels of support and challenge according to pupil need
- Providing additional learning support for vulnerable pupils in order to engage them in learning
- Requesting support from external agencies where needed
- Providing opportunities for reflection and spiritual development through art, literature and the Religious Education Curriculum
- Providing workshops and information on sex and relationships, drugs, alcohol, peer pressure and gangs

Pupil Voice:

- A democratically elected School Council
- Whole school gather assemblies to address a key theme
- Pupil surveys
- Peer Mediators
- Class circle times providing opportunities for staff and children to communicate with each other about issues which concern them or others within the school community

Involvement of parent/carers in the life and learning of the school:

- Transition meetings
- Regular parent/carer questionnaires
- Parents' evenings to discuss pupil progress and wellbeing issues
- Curriculum meetings, e.g. phonics and tours
- Information workshops, e.g. maths cafes
- Triple P parenting courses, CLASS+/ASD support groups
- A wealth of information on the school's website 'Wonderful Wellbeing' and safeguarding pages
- Regular newsletters
- Parent/carer Marvelous Me App to share achievements
- Weekly invitations to KS1 & KS1 celebration assemblies
- Participation in school trips and year group 'Fabulous Finish' events and 'Scholars Programme' pages
- PTA

Early identification and Targeted support

- Staff receive training and use a range of assessment tools to identify social, emotional and behavioural needs: Thrive training, Educare Mental Health Level 2 CPD, safeguarding training, DSL training, Leuven Scale and Boxall Profile, qualified counsellor, Mental Health Champion and Mental Health First Aiders
- A wide range of targeted provision is offered within school and support is obtained from external agencies when necessary. Please see the school's SEND Information Report, 2019
- Staff work in close partnership with parents and carers to discuss their child's needs and wellbeing in order to provide cohesive support
- They participate in a range of meetings relating to: Education Health and Care Plans (EHCP) construction and subsequent annual reviews, Additional Needs Plans (ANP), external agencies, Child Looking After (CLA), core groups, family/parent support meetings (PSP)
- The Learning Lodge is a bespoke provision for children who are struggling to access mainstream provision due to significant SEMH challenges
- Identified children have access to In-house counselling, 1:1 Thrive sessions, daily lunch time nurture group, peer mentoring, social skills/friendship groups and the Swale family support worker, yoga sessions
- 'Worry Boxes' are provided to enable children to express concerns, e.g. online safety
- Trusted adults/safe spaces are identified on individual risk assessments or risk reduction plans

Pupil Transition/Induction:

- The Inclusion Team works closely with other local education providers to support transition into and out of the school. SENDCos from local schools will also attend transition meetings.
- The EYFS Leader will visit pre-school providers to meet key workers and to observe the children in their current setting.
- The Reception class teachers will make home visits to families ahead of joining the school.
- Additional visits to new schools will be planned and transition books may be constructed. See SEND Information Report 2019.
- Class buddies are used to support children who arrive at the school in year across the school

Staff Wellbeing:

- An effective induction Policy and pack ensures that new staff members are well-supported
- Consistent communication through daily emails, weekly professional development meetings, phase meetings, leadership meetings. SEND/Learning Lodge KIT meetings, daily bulletin screens in the staffroom and whole staff briefings
- Staff Appraisals systems are robust and effective and provide clear opportunities for open and professional dialogue with senior leaders
- Staff are encouraged to contribute to development of policies and to the school development plan
- Robust continues professional development (CPD) is provided in relation to whole school developments and to specific individual needs
- Monitoring feedback is supportive and developmental
- A calm staff room is provided along with a separate room for staff to use for planning purposes
- Leaders take a proactive approach to discussing workload issues in order to maintain a good work/life balance. Please see separate staff workload document.
- Opportunities are provided for staff to engage in mindfulness and meditation sessions, as well as social activities.

Procedures for handling issues regarding wellbeing

- The Senior Leadership Team will encourage the creation and maintenance of an atmosphere where all staff members feel comfortable asking for help or raising concerns.
- The Senior Leadership Team will be sensitive to any problems which may impact on staff mental health and wellbeing and should act in a professional, fair, consistent and timely manner when a concern arises.
- Where additional, professional advice is required, the school can contact Occupational Health professionals and Human Resource services. Where appropriate, staff will be encouraged to use the confidential Employee Assistance Programme.

This policy should be read in conjunction with the following current policies or protocols:

Mental Health and Emotional Wellbeing Audit Framework

Staff workload document

Safeguarding and Child Protection

Positive Behaviour

Friendship & Anti-bullying

SEND Information Report

Staff Induction

Appendix 1

Accountability structure for Mental Health and Emotional Wellbeing:

Local Governing Board	
Co-Headteachers	
Senior Leadership Team	
Inclusion Team	
Staff Team	Mental Health Champions/First Aiders
Parents/carers & wider school community	Pupils