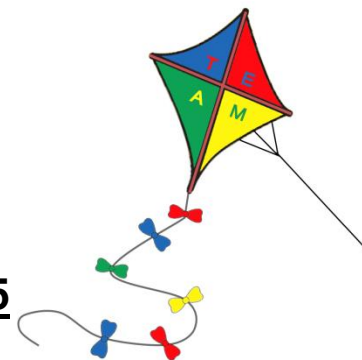


# Twyford St Mary's C of E Primary School

## Mental Health and Wellbeing Policy 2022-25



### **Policy Statement**

*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 Organization)*

As a Church school we are deeply committed to our children, parents, carers, and the village community we serve. Our Christian values of courage, care, joy, and respect contribute to the well-being and spiritual development of the school community. We promote lively enquiring minds, which enable our children to make positive and informed choices. We are the village school making a world of difference.

As such, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal (whole school or class) approaches, targeted approaches aimed at specific groups, or individual approaches.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant, and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly, by mental health and wellbeing issues

### **Rationale**

At Twyford St Mary's C of E Primary School we are taking a whole school approach to Health and Wellbeing Education based on the following:

*'Health is the extent to which an individual or group is able, on one hand, to realise aspirations and satisfy needs and, on the other hand, to change or cope with the environment. Health is, therefore seen as a resource for everyday life, not an object of living; it is a positive concept emphasising social and personal resources, as well as physical capabilities.'* World Health Organisation (WHO)

### **Intent**

Our school intends to enable our children, staff, and everyone working in partnership with the school and community to develop the knowledge and understanding, skills, capabilities, and attributes necessary for mental, emotional, social, and physical wellbeing now and in the future.

We intend to:

- Plan and uncover a coherent and curriculum-based Health and Wellbeing Education programme in line with our Golden Threads, in our *Village School making a World of Difference* curriculum.
- Provide a caring, supportive, and encouraging atmosphere for children, staff and parents/carers, which is open to conversations about mental health and wellbeing.
- Proactively break-down stigmas through curriculum, worship, and universal approaches to wellbeing.
- Develop our relationships with pupils, parents/carers and the wider community.
- Work closely with outside agencies to encourage a wide range of health-related activities.
- Further develop school policies and procedures to promote health.
- Ensure all members of staff are aware of their professional roles in health-related issues and are involved in developments to promote healthy living.
- Increase understanding and awareness of common mental health issues.
- Alert staff to early warning signs of poor mental health and wellbeing.
- Provide support to pupils suffering mental ill health and their peers and parents/carers.
- Follow our school intervention map to ensure a clear progression of support for pupils.

### **Roles and Responsibilities**

Whilst all staff have a responsibility to promote the mental health of pupils, staff with a specific, relevant remit include:

- Designated Safeguarding Leader
- Deputy Designated Safeguarding Leader
- Senior Mental Health Lead
- Lead First Aider
- Healthy Schools Leader

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the DSL or deputy DSL in the first instance. If there is a fear that the pupil is in danger of immediate harm, then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Leader and the Head Teacher.

Where a referral to CAMHS is appropriate, this will be led and managed by the DSL and SENCo. Guidance about referring to CAMHS is provided in this link : <https://www.sussexpartnership.nhs.uk/CAMHS-referral>

Any member of staff who is concerned about the mental health or wellbeing of another member of staff should speak to the Head Teacher. Where the

concern is for the Head Teacher's wellbeing, members of staff should speak to another member of the senior leadership team and, where this is not possible, to the Chair of Governors.

## **Learning and Teaching**

Twyford St Mary's CofE Health and Wellbeing Education programme consists of:

- Physical Health - which explores the knowledge, skills, and attitudes that are needed to understand physical factors in relation to our health.
- Emotional Health - which explores the knowledge, skills, and attitudes that are needed to understand emotions, feelings, and relationships and how they affect us.
- Social Health - which explores the interaction of the individual, the community, and the environment in relation to health and safety.

Our school will:

- Develop our relationships with pupils, parents/carers and the wider community.
- Actively promote self-esteem of the whole school community, including staff.
- Engage and work with parents and carers to provide all children with positive experiences which promote and protect their health.
- Promote the health of all the school community.
- Provide a range of stimulating experiences for all pupils. Work closely with outside agencies to encourage a range of health-related activities.

## **Our Whole School Approach to Mental Health and Wellbeing**

At Twyford St Mary's, our approach to mental health and wellbeing for pupils consists of universal, targeted, and individual support. This is outlined in our school Mental Health Intervention Map (appendix 1). The support for staff is outlined in appendix 2.

If an intervention is deemed to have insufficient impact on the wellbeing and/or skills of an individual, staff may progress them to the next level of support following discussions with those involved. In the case of a pupil requiring escalation in their mental health support, parents should be notified.

## **Warning Signs**

School staff may become aware of warning signs which indicate a pupil 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 DSL and Headteacher and log these on CPOMS.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness, or loss of hope
- Changes in clothing – e.g., long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

In addition to reporting warning signs to the DSL, where appropriate, teaching staff may choose to use universal strategies to teach key knowledge and/or skills to a cohort with specific needs, e.g., friendship issues or self-care.

For more individual concerns, or if universal strategies are seen to have minimal impact, staff should escalate the support for the individual pupil or group of pupils according to the Mental Health Intervention Map (appendix 1). Support should be sought from the Senior Leadership Team (SLT) in this instance and parents should be consulted on this through a conversation or meeting.

### **Supporting Peers**

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, for example, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case-by-case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the pupil who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend needs help (e.g., signs of relapse)

Our buddy and peer mentor programmes provide peer support for key pupils and may be used, when appropriate, to target those identified as requiring support.

### **Working in partnership with parents**

At Twyford St Mary's we understand and value the need to work closely with parents and carers to ensure that the school's health initiatives meet the needs of our pupils. We value the important contribution made by parents and carers and appreciate the need to engage parents, carers, and families in improving the health of the children. We seek to establish and maintain strong positive links with the parents, carers and the community. We will continue to keep parents and carers informed through: letters, newsletters and leaflets on Health Promotion topics, Awareness Raising and Information meetings. Our Health and Wellbeing Policy is available to parents on our school website.

### **Working in partnership with other agencies and specialist services**

Twyford St Mary's makes extensive use of specialist services in supporting the learning, social, emotional, and behavioural needs of individuals. We actively seek the expertise of other specialist agencies. E.g., Coram Education, NSPCC, Local PCSOs, Road Safety officer, Children's Services, St John's Ambulance, Sports for Schools, Parish  
L<https://app.governorhub.com/document/637c02a278a4867856660286/vieweaders> and Psychological Services to support both health education and promotion at our school.

### **Impact and Assessment**

We assess knowledge, understanding and skills on a regular basis throughout the school day, which helps us to continually meet the needs of individual children. The impact measures for universal, targeted and individual support is outlined in appendix 1 & 2.

It is recognised that certain issues within the health and wellbeing curriculum will require sensitivity, confidentiality, and flexibility.

We are the 'village school making a world of difference' and this begins with the wellbeing of our community.

**Approved by Governing Body - Autumn 2022**

**Date of next review - Autumn 2025**

