



# ROTHERHITHE PRIMARY SCHOOL MENTAL HEALTH AND WELL- BEING POLICY

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PERSON RESPONSIBLE FOR UPDATING THIS POLICY:	Nina Hall		
ADOPTED AND SIGNED ON BEHALF OF THE SCHOOL BY THE GOVERNING BODY AT THE MEETING ON:			
SIGNATURE OF GOVERNOR OR APPROPRIATE REPRESENTATIVE:			
SIGNATURE OF HEAD TEACHER OR APPROPRIATE REPRESENTATIVE:	Lisa Christiansen		

Copies of this plan are held by:

NAME	DESIGNATION
Lisa Christiansen	Head of School
Maxine Walter	PA to the Executive Head Teacher

## **Policy Statement**

At Rotherhithe, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We are a Healthy Champion School and promote the ethos within this policy by working with other school's within our Local Authority.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

We endeavour to ensure that children are able to manage times of change and stress and aim to ensure that they are supported to reach their potential or to access help when they need it.

We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

## **Teaching about mental health**

At Rotherhithe we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising. We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being.
- Adhering to a positive, restorative approach to behaviour management.
- Helping children socially to form and maintain relationships.
- Helping children to feel comfortable about sharing any concerns or worries.
- Teaching children emotional skills and an awareness of mental health so that they understand their emotions and feelings better.

- Promoting self-esteem and ensuring children understand their importance in the world.
- Helping children to be resilient learners and to manage setbacks.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Developing an open culture where it's normal to talk about mental health.

**We promote a mentally healthy environment through:**

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities to reflect.
- Enabling access to appropriate support.
- Mental Health and PSHE for all year groups
- Wellbeing specific days and access to information around the school.

**We pursue our aims through:**

- Universal, whole school approaches. We are a 'mindful school' and all children participate in daily brain breaks 3 times per day.
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder.
- Nurture groups to focus on mental health, resilience and wellbeing.

- We recognise the positive effects of exercise on mental health and wellbeing and provide a range of free clubs for children.
- A healthy body supports a healthy mind and we promote this through the PE and Science curriculum and events such as Healthy Living Week and Sporting events throughout the calendar year.
- Development of self-regulation strategies (Zones of Regulation)

### **Staff roles and responsibilities, including those with specific responsibility**

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

### **Key staff supporting Mental Health at Rotherhithe Primary School**

Mental Health Team

- Lisa Christensen
- Nina Hall
- Kealan Doherty
- Kofi Danquah
- Jennifer Cristobal

### **Our Mental Health Team:**

- Lead and work with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Work with the PSHE leader re: teaching about mental health.
- Provide advice and support to staff and organises training and updates.
- Liaise with mental health services and makes individual referrals to them.

### **Mental Health First Aiders**

At Rotherhithe, we have ensured that key staff have successfully completed Mental Health First Aid training (MHFA). These members of staff are:

- Kealan Doherty
- Helen Walsh
- Kofi Danquah
- Maxine Walters

## **Teaching about Mental Health**

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

## **Targeted support**

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Referral for Learning Mentor support
- Thrive practitioner intervention
- Circle time approaches or 'circle of friends' activities.
- Managing feelings resources e.g. 'worry boxes'
- Managing emotions resources.
- Primary Group Work/Mental health and wellbeing groups/~~ELSA~~ Learning Mentor support groups.
- Drawing and Talking
- Forest School Intervention
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.
- Invite to targeted clubs e.g. dance, art.
- Yoga intervention
- Future Men mentoring programme, supporting year 6 boys with their transition to Secondary School.
- IMHARS Resilience programme

**The school will make use of resources to assess and track wellbeing as appropriate including:**

- Leuven Scales
- Thrive
- SHEU survey

### **Signposting**

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

### **Early Identification and Warning Signs**

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Health indicators

School staff may also 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 designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate.

**Possible warning signs include:**

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking about self-harm or suicide
- Actual observed self-harm behaviours by staff or parents (e.g. pinching skin, hitting self, eye lash pulling etc)
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Challenging behaviour – particularly a change in behaviour

### **Assessment, interventions and support**

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, class teachers and SENDCO to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

### **Working with parents and carers.**

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the Mental Health Lead or SENDCO for assessment. To support parents and carers we will:

- Provide information online on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.

- Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing.
- Signpost families to appropriate services.

**When a concern has been raised, teachers or the Mental Health Lead and SENDCO will:**

- Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events.
- Agree mental health care and protection plan where appropriate including clear next steps.
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

**Working with specialist services**

As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support.

- Behaviour support through Summerhouse
- Educational Psychology Services
- CAMHS (child and adolescent mental health service)
- School Nursing Service
- Children's and Family Services
- Therapists
- Family support workers
- Counselling Services



- Groundwork and The NEST
- Kooth
- Future Men
- Candle Project
- Winston's Wishes

### **Training**

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe.

All staff have access to the Creative Education online portal, which provides training courses and webinars around supporting specific strands of mental health and wellbeing.

### **Links to other policies**

This policy links to our Child Protection Policy, SEND Offer, Staff Wellbeing Policy and our Behaviour and Anti-Bullying Policy.

### **Monitoring and evaluation**

The Mental Health and Wellbeing Policy will be published on the school website - hard copies are available on request. The policy will be reviewed every three years.

## **Staff Mental Health and Well Being Policy**

### **Introduction:**

Rotherhithe Primary School as employer has a duty to ensure the health, safety, and welfare of its staff, as far as reasonably practicable. It is also required to have in place steps to manage those factors that could harm staff members' physical and mental wellbeing, which includes work related stress. This duty extends only to those factors which are work related and within the school's control.

The Health and Safety Executive have developed a set of Management Standards which cover the primary sources of stress at work, and that if not properly managed, are associated with poor health and wellbeing, lower productivity and increased sickness absence. These are:

- **Demands:** Workload, work patterns and anything within the work environment that adds to the demands that staff face, including deadlines, student behaviour and parents.
- **Control:** How much say a staff member has in what they do and how they can do their work.
- **Support:** Including the sponsorship and resources provided by the school, and encouragement of leaders, line managers and colleagues.
- **Relationships:** Including how positive working behaviours are promoted to avoid conflict and effectively dealing with unacceptable behaviour.
- **Change:** Includes how well organisational change (large or small) is managed and communicated within the school.

### **Statement of Intent**

The Governing Body and school's senior managers acknowledge the potential impact that work has on an individual's physical and mental health, and that there is a persuasive business case, as well as a moral and legal duty for taking steps to promote staff wellbeing as far as reasonably practicable.

We are committed to fostering a culture of co-operation, trust and mutual respect, where all individuals are treated with fairness and dignity, and can work at their optimum level.

We also recognise that work related stress has a negative impact on staff wellbeing, and that it can take many forms and so needs to be carefully analysed and addressed at an organisational level.

This Staff Wellbeing Policy expands upon the School's Health and Safety policy, setting out how the school will promote the wellbeing of staff by:

- Creating a working environment where potential work-related stressors are understood and mitigated as far as practically possible.
- Increasing staff members' awareness of the causes and effects of stress.
- Developing a culture that is open and supportive.
- Engaging with staff to create constructive and effective working partnerships, both within teams and across the school.
- Establishing working arrangements whereby staff feel they can maintain an appropriate work life balance.
- Encouraging staff to take responsibility for their own health and wellbeing through effective health promotion programmes and initiatives.
- Encouraging staff to take responsibility for their own work effectiveness as a means of reducing their own stress and that of their colleagues.

### **Arrangements for implementing the Staff Wellbeing Policy**

- Having clear job descriptions and person specifications to ensure staff members are clear on what is expected in their role.
- Ensuring training and development procedures are in place so individuals have the necessary skills and competencies to undertake the tasks and duties required of them.
- Ensuring managers are aware of those behaviours proven to prevent and reduce staff stress.
- Having effective processes and procedures for:
  - Promoting staff appropriately
  - Reward and recognition
  - Managing performance and capability

- Absence management and return to work to ensure that individuals are supported following illness.
- Harassment and anti-bullying.
- Seeking staff feedback, including use of anonymous staff surveys.
- Flexible working arrangements and keep in touch days with staff on maternity leave.
- Ensuring staff have a good work/life balance
- Ensuring emails and contact with staff are only made during staff working hours (Unless needed otherwise)