

Freegrounds Junior School

Promoting Positive Health and Wellbeing



Date of last review: December 2022

Date of next review: December 2024

Date approved: December 2023

Approved by: Policy Working Party

AIMS

We aim to promote positive mental health and wellbeing for staff, children and parents. We pursue this aim using both universal, whole-school approaches and specialised, targeted approaches aimed at individual children.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond 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 children affected both directly and indirectly by mental health and wellbeing issues.

Our culture is supportive, caring and respectful. We encourage children to be open and we want each child to have their voice heard.

At Freegrounds Junior School, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everybody's responsibility. We all have a role to play.

OBJECTIVES

To achieve our aims we strive to meet all of the below objectives:

1. To have an inclusive whole-school approach to good mental health, evident in every classroom and create a positive ethos in school towards mental health and wellbeing
2. To increase the level of awareness and understanding amongst staff and parents/carers of issues involving the mental health and wellbeing of children
3. To assess and identify individual mental health needs within school and offer targeted support
4. To engage with parents and families to work together where mental health needs effect individual children or where mental health needs are prevalent within the immediate or wider family
5. To work in partnership with outside agencies to gain the best possible outcomes for our children and families

WHAT IS MENTAL HEALTH & WELLBEING?

Mental health is defined by the World Health Organisation in 2014 as, *'a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and are able to make a contribution to his or her community'*.

A child or member of staff with positive mental health generally has the ability to progress within society both emotionally and socially. They are able to form relationships, manage their moods and make rational informed decisions.

Mental health and wellbeing refers to how a person thinks, feels and manages their life experiences and any challenges. Just as we all have physical health, we all have mental health too.

People who have good mental health and wellbeing find it easier to manage their emotions and behaviours. They are likely to be able to cope well with the day-to-day stresses of life and will be able to actively take part in their social setting or community.

Someone who is experiencing poor mental health and wellbeing may be unable to control negative or unwanted thoughts or feelings. This may have an impact on their ability to function effectively, which may hinder their participation and enjoyment of activities, social interactions, sport or school.

WHOLE SCHOOL APPROACH

Freegrounds Junior School offers a learning environment, which promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos promote the mental health of the whole school community. This has been created through clear staff roles, specialist training for core staff and raising whole staff awareness and understanding. Our PSHE curriculum is developed to give children the skills, knowledge and understanding they need to keep themselves mentally healthy. We will regularly review our PSHE curriculum and lesson content to ensure they are meeting the aims outlined in this policy. We will also implement this into our curriculum at all stages to provide children with strategies to help keep them mentally well. Freegrounds Junior School strives to provide an environment where all children feel safe, secure and able to achieve and experience success and well-being.

At our school, we will always:

- Help children to understand their emotions and experiences better
- Ensure our children feel comfortable sharing any concerns or worries
- Help children to form and maintain relationships
- Encourage children to be confident and promote their self-esteem
- Help children to develop resilience and ways of coping with setbacks

We will always promote a healthy environment by:

- Promoting positive mental health and emotional wellbeing in all children and staff
- Celebrating both academic and non-academic achievements
- Promoting our school values and encouraging a sense of belonging and community
- Providing opportunities to develop a sense of worth and to reflect

- Promoting our children's' voices and giving them the opportunity to participate in decision making
- Celebrating each child for who they are

LEAD MEMBERS OF STAFF

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

- Mr O'Hearn – Designated Safeguarding Lead
- Mrs Hawkins / Mrs Carpenter / Mrs Robinson – deputy DSL's
- Mrs Robinson – SENCO / Mental Health & Wellbeing lead
- Mrs Brightwell – Family Support Worker
- Mrs Brown – ELSA Practitioner / Therapeutic Story Writing Practitioner
- Mrs Godden – FEIPS Practitioner
- Miss Townhill – PSHE subject lead
- Mrs Davies – Pupil Premium lead



UNIVERSAL WHOLE SCHOOL SUPPORT

Freegrounds Junior School is a Trick Box School. Trick Box is a whole child, whole school, whole family, emotional management and personal development programme for children. This programme supports children to establish good habits and approaches, forming a repertoire of good foundations for adult life as well as enabling them to enjoy more fully the here and now.

Trick Box is a whole school approach to help children:

- ✓ Recognise and self-manage their emotions
- ✓ Develop mindful awareness around mind-body connection
- ✓ Build awareness and choices around body language signals
- ✓ Create confident, mindful decision making
- ✓ Set and achieve goals
- ✓ Develop communication skills to enhance interpersonal relationships
- ✓ Problem solve and create solution thinking

- ✓ Create intrinsic motivation and confidence to try new things in new ways
- ✓ Develop a positive mindset, building long term resilience and autonomy

Children will be taught healthy habits with a series of strategies 'tricks' through a coaching model with new tricks taught in each year and revisited.

All school staff will encourage children to use and apply their tricks through a coaching model:

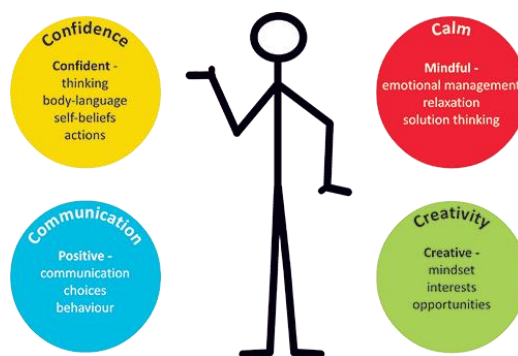
Accept – What is going on? How does it make you feel? So this is how it makes you feel.

Be – You want it to be better. How could it be better?

Choose – What can you choose to do?

Do – Do it

There are 24 tricks to learn and they fit into 4 categories:



There are children trained as Wellbeing Champions to support children and their roles consist of Mentors, Movers, Motivators and Makers who will be experts in the 24 tricks.

TARGETED SUPPORT

Freegrounds Junior School have developed and invested in its social, emotional and mental health (SEMH) provision and team. We have created the Chestnut room in school, which is a safe base to support children to access a range of emotional support as and when they need it. Our ELSA and FEIPS programmes run from the Chestnut room and our Family Support Worker (Mrs Ali Carpenter) is based in there. Mrs Carpenter's role is to work with and support our families as and when they need

it and to signpost families to a range of outside agencies. Mrs Carpenter also runs the Family Links Nurturing Programme, which runs for ten weeks, and parents from both the infant and junior school are welcome to attend.

We have Emotional Support Assistants (ELSAs) who work with children one to one or in small group sessions to help recognise and understand their thoughts and feelings and this support runs as a six-week programme. We also offer child-led, play therapy type emotional support which is run by our FEIPS practitioners. Other provision includes Therapeutic Story Writing, Friendship groups, Social Skills groups and Lego Therapy. Children's mental health and wellbeing is measured through use of the Boxall profiles and Strengths & Difficulties (SDQ) questionnaires which offer us pre/post measures when emotional literacy programmes are in place and allows us to track progress.

SPECIALISED INDIVIDUAL SUPPORT

At Freegrounds Junior School we are very aware that SEMH needs can become very acute very quickly and can present large barriers to learning. We believe it is our responsibility to educate the 'whole child' to ensure that all needs are met and not just academic learning is catered for. Where school intervention is not enough for individual children, or mental health difficulties are affecting other individuals in the family, we can sign post parents to additional sources of support outside of school such as CAMHS, school nurse. We work proactively with outside agencies such as CAMHS and the Primary behaviour service to ensure that recommendations are put into place and care plans are produced depending on individual need. We work closely with our linked Educational Psychologist who carries out consultations with parents / carers and school professionals as well as offering training to staff.

OUTSIDE AGENCIES

Freegrounds Junior School regularly seeks advice and consults with outside agencies. They may provide informal advice and strategies as well as offering more formal advice through individual referrals made by school which leads on to assessment of individual need. With parental consent, we can transfer information

between these services and school directly and together find the best strategies to help children and their families.

Services we regularly work with:

- CAMHS
- PRIMARY BEHAVIOUR SERVICE
- EDUCATIONAL PSYCHOLOGIST
- WILDERN COUNSELLING SERVICE
- BARNARDOS
- EARLY HELP HUB
- GPS
- SCHOOL NURSE

TRAINING

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular (annual) child protection training in order to enable them to keep children safe. Understanding how to recognise warning signs of common mental health problems means that staff are able to offer help and support to children who need it, when they need it. These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns with the Designated Safeguarding Leads as appropriate. Training opportunities for staff include whole staff training on INSET days as well as specific training for key staff who require more in-depth knowledge around certain areas. Where the need to do so becomes evident, twilight training sessions for staff are held to promote learning or understanding about specific issues related to mental health.

Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm
- Changes in eating and sleeping habits
- Increased isolation from friends and family and becoming socially withdrawn
- Changes in mood
- Talking and/or joking about self-harm and suicide

- Drugs and alcohol abuse
- Feelings of failure, uselessness and loss of hope
- Secretive behaviour
- Clothing unsuitable for the time of year, e.g. a large winter coat in summer
- Negative behaviour patterns, e.g. disruption

Staff will also be able to identify a range of issues, including:

- Attendance and absenteeism
- Punctuality and lateness
- Changes in educational attainment and attitude towards education
- Family and relationship problems

Finally, staff will be well placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement and health difficulties.

MONITORING AND REVIEW

This policy will be reviewed annually and published on the school's website. It is a working document that has been written in response to the needs of the whole school community and as such will continue to develop as the shape of practice within school changes. The Governors are committed to reviewing the impact of the Mental Health and Wellbeing policy as part of a rolling programme, taking into account the following policies:

- Behaviour policy
- Attendance policy
- Safeguarding policy
- SEN policy

REFERENCES

- DFE MENTAL HEALTH AND WELLBEING PROVISION IN SCHOOLS (2018)
- DFE MENTAL HEALTH AND BEHAVIOUR IN SCHOOLS (2018)
- EEF IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS GUIDANCE REPORT