



Freegrounds Junior School

Promoting positive health and wellbeing guidance in schools policy



Date approved by Governing Body:	January 2016
Date of next review:	January 2019
Committee responsible for implementation and review:	Curriculum, Achievement and Standards Committee

Policy Statement

We recognise our moral and statutory responsibility for the mental health and wellbeing of all the children and members of staff. The mental health of children and young people, adults in school, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences. The purpose of this policy is to provide the framework for the school to create an environment and ethos of positive mental health and wellbeing.

Definitions

Within this document:

The term **staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

Child refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments.

Parent refers to birth parents and other adults in a parenting role, for example adoptive parents, step parents and foster carers.

What is Mental Health and 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 her or his community.

A child or member of staff with a stable 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.

A child or member of staff with a poor mental health can be affected by the way they think, feel, cope and behave. Depending on the issues effecting the child or member of staff, e.g. anxiety, depression, they may be unable to communicate what they are feeling and do not understand why their coping mechanism has changed and why they feel different. The school is fully committed to the Equality Act 2010 and will make all reasonable arrangements to provide inclusive education and services for all those involved at Freegrounds Junior School.

Aims of the school

The school aims to

- increase the level of awareness and understanding amongst staff and parents/carers of issues involving the mental health and wellbeing of children.
- create a positive ethos and environment in school towards mental health and wellbeing through the promotion of positive attitudes related to self-image, self-esteem and self-control.
- detect and address concerns in their earliest stages, making appropriate support available both within school or in partnership with outside agencies and child support groups as appropriate.

Roles and responsibilities of leadership

We recognise that staff anxiety regarding mental health issues can undermine good practice, so we need to establish clear lines of accountability, training, advice and support for our frontline staff so they can function to the best of their ability and protect their wellbeing.

“All school and college staff has a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed” (Keeping Children Safe in Education– July 2015), this also means when working with children with mental health issues. All staff should have the relevant training, before dealing with a child in these situations.

Roles and responsibilities of staff

All frontline staff in Education should be aware of the signs and symptoms of mental health issues and be able to respond appropriately, so they can provide help for the children at the earliest point possible.

Training is provided to the whole school and with separate training given to all new staff on appointment. This will help to identify a change in a child’s behaviour/manner that might indicate a mental health or wellbeing issue.

The process of referral

Any member of staff concerned about the mental health and wellbeing of a child; whether it is because they have spotted signs of self-harm, suspect a child may have disordered eating or any other sign on mental health problems, for example depression, should speak with one of the trained Child Protection Officers in school or one of the Emotional Literacy Support Assistants (see below) to share their concerns and to draw up an action plan.

The school Designated Safeguarding Lead (DSL) is Deborah Johnson (Head teacher) with Deputy trained DSLs Tamsin Hindley (Deputy Head) Clare Hawkins. (Deputy Head) and Debs Batchelor (Admin Assistant). The school Safeguarding Governor is Kate Dench (Chair of Governors). The school has two trained who Emotional Literacy Support Assistants (ELSAs) Alison Carpenter and Shelley Bridgeman, who work with children on a daily basis.

If any member of staff feels that a child is in danger of harm then the normal child protection procedures should follow. Staff should immediately speak to one of the Child Protection Officers named above.

If the child has seriously self-harmed then staff should follow the normal procedures for medical emergencies, including alerting reception so that appropriate first aid can be given and, if necessary contact with the emergency services can be made.

School Values

Through our school values we seek to create a mentally healthy environment in which:

- every member of our community is respected and shows respect to others
- there is a commitment to creating a positive mental health and wellbeing ethos in school
- clear guidance and referral procedures are in place for early intervention when any concern is raised
- strong links are in place with external agencies to provide access to support and information

and in which children have opportunities to:

- participate in activities that encourage belonging
- take a role in decision- making
- celebrate success through academic and non-academic achievements
- identify and develop their unique talents and abilities
- develop a sense of worth through taking responsibility for themselves and others
- take time to reflect

and in which they:

- have access to appropriate support that meets their needs
- learn in an environment that is safe, clean, attractive and well cared for
- are surrounded by adults who model positive and appropriate behaviours, interactions and relationships.

To create a mentally healthy environment for staff in which:

- all staff are valued and have opportunities to contribute to decision-making processes
- individual needs are recognised and responded to appropriately
- strategies are in place to support staff mental health and wellbeing eg through informal channels, a named member of staff to talk to, or through referral to appropriate external support agencies if required.
- there is recognition of a work life balance
- success is shared and celebrated
- staff are provided with opportunities for CPD both personally and professionally
- there is time to reflect
- staff can carry out their roles and responsibilities effectively and can speak openly if they have concerns.

To create a mentally healthy environment for parents in which they are:

- welcomed, included and work in partnership with the school and external agencies
- provided with opportunities to learn about positive mental health and wellbeing and where they can ask for help when needed
- signposted to appropriate agencies for support
- clear about their responsibilities in working in partnership with the school
- recognised for their significant contribution to the positive mental health and wellbeing of their child

and in which:

- opinions are sought, valued and responded to
- strengths and difficulties are recognised, acknowledged and challenged appropriately.

A mentally healthy environment is a place where the whole school community:

- is involved in promoting positive mental health
- is valued for the role it plays in promoting positive mental health
- contributes towards the positive ethos of the school

At Freegrounds Junior School we want our pupils to:

- be motivated and enjoy learning.
- develop a range of skills to equip them for a successful adult life.
- be confident, responsible, caring and polite
- experience success

In a school that:

- fosters individual talents and abilities in every child
- has high expectation for itself, its staff and pupils
- values the role of parents and carers.
- is continually striving to improve.

Monitoring, evaluation and accountability

The monitoring and evaluation of this policy will be carried out by the Headteacher and Senior Leadership team and reported as requested to Governors.

This mental health and wellbeing policy will be reviewed regularly in line with the policy review schedule.

Linked Policies

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Behaviour Policy
- SEND Policy
- PSHE Policy

January 2016.