

Cayley Primary School



Mental Health & Wellbeing Policy

1. Why Mental health and Wellbeing is important

At Cayley Primary school, our mission is to promote positive mental health and wellbeing for our whole school community. We recognise and uphold the importance of emotional wellbeing in the same way we do with physical health. We recognise that children's mental health has a huge impact towards their well-being and can affect their learning and achievement.

All children go through difficulties and some face significant life events. 1 in 10 children and young people (aged 5-16) have a clinically diagnosable mental health need and yet 70 percent of children and adolescents who experience mental health problems have not had appropriate intervention at a significantly early age (Children's Society) . Such needs can have an enormous impact on quality of life, relationships and academic achievement. The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

Schools can be a place for children and young people to experience a nurturing and compassionate environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience.

For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's positive mental health and wellbeing. As a result, this can help stimulate a true sense of belonging and community providing children with the essential skills required to manage times of change and stress.

Our role in school is to ensure all children are provided with support in their journey to reach their full potential through providing access or help when they are in need of it. We also have a duty to provide a platform for children for them to learn about strategies to maintain positive mental health, coping with stress, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, as well as where they can go if they need help and support.

Our core aim is to help foster the protective factors which build resilience towards mental health problems and to be a school where:

- All children and staff are valued.
- Children have a sense of belonging and feel safe.
- Children are equipped with enough knowledge in order to identify their own individual emotional needs
- Children feel confident to talk openly with trusted adults about their problems without feeling stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.
- Promoting staff mental health and wellbeing.

2. Definition of mental health and wellbeing

We use the World Health Organisation's definition of mental health and wellbeing " 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".

Keeping the above in mind as a school we want all children/young people to:

- Feel confident in themselves.
- Be able to express a range of emotions appropriately.
- Be able to make and maintain positive relationships with others.
- Cope with the stresses of everyday life.
- Manage times of stress and be able to deal with change.
- Learn and achieve.

3. Purpose of the policy

This policy sets out:

- How we promote positive mental health.
- How we prevent mental health problems.
- How we identify and support children with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems
- Key information about some common mental health problems.
- Where parents, staff and children can get further advice and support

4. Links to other policies

This policy links to our policies on:

- Safeguarding
- Medical Needs
- Anti-Bullying,
- SEND and Equalities
- The School's Behaviour Policy is particularly important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

5. A whole school approach to promoting positive mental health

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful. We focus on early intervention in order to prevent problems before they arise. As well as ensuring, our pupils are equipped with 'coping strategies' in order to support them during times of distress or anxiety. This encompasses the following key aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
2. Helping children to develop social relationships support each other and seek help when they need it.
3. Helping children to be resilient learners.
4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
6. Effectively working with parents and carers.
7. Supporting and training staff to develop their skills and their own resilience. We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

6. Staff roles and responsibilities, including those with specific responsibility

Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

At Cayley, we believe that all staff have a responsibility to promote positive mental health, and to have an understanding of the protective and risk factors for mental health that might make some children more likely to experience problems, such as:

- Physical long-term illness
- Having a parent who has a mental health need
- Death and loss, including loss of friendships, family breakdown and bullying.

They should also understand the factors that protect children from adversity, such as:

- Self-esteem,
- Communication and problem-solving skills,
- A sense of worth and belonging and emotional literacy.

Leads and other staff work together to coordinate whole school activities to promote positive mental health and wellbeing for example:

- PSHCE teaching about mental health.
- Provide advice and support to staff and organise training and updates.

We recognise that many behaviours and emotional problems can be supported within the School environment, or with advice from external professionals.

Some children will need support that is more intensive at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families. Our school SENCO is the first point of contact with mental health services, and makes individual referrals to them.

Sources of relevant support include:

- Our own Senior Leadership Team
- Our Safeguarding/Child Protection Lead
- Our Phase Leaders
- Our pastoral team
- School support staff employed to manage mental health needs of particular children
- Our SENCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision.

7. Supporting children's positive mental health

We consider our School to be a safe space for our pupils at Cayley, we have a key role in promoting children positive mental health and helping to prevent mental health problems.

Our School has developed a range of strategies and approaches including:

Pupil-led activities

- **P4C** : Wherein our pupils are the leaders of the discussion and are encouraged to communicate and challenge different concepts in a positive manner keeping their peers in mind.
- **Pupil leadership team**: Which involves our learners working together in a group where they are the voice of their classroom and are a link between their peers and the school.
- Campaigns, and assemblies to raise awareness of mental health, bullying and interactive workshops involving mindfulness, Art and dancing.
- **Peer Mentoring** : Children working together to solve problems and planned sessions where identified adults mentor a designated child
- **Sports councillors**: Pupils leading and managing sports activities
- Grateful Mile
- WoW exhibitions

Class activities

- Postcards; a mechanism where children can be praised for certain duties, tasks or things they have done and have them celebrated in class.
- Worry boxes - a similar mechanism where children can anonymously share worries or concerns in class.
- Mental health teaching programmes e.g. based on cognitive behavioural therapy
- Circle times, as well as weekly circle times to help children learn personal, social and emotional, communication and problem solving skills.

Whole School activities:

- Displays around the school and information on the School website about positive mental health and where to go for help and support.
- Staff mental health leaflet
- Small group activities

Small group activities

- Nurture groups
- After school clubs and lunchtime Yoga.

EYFS & Key Stage 1 children learn:

- To recognise, name and describe feelings including good and not so good feelings.
- Simple strategies for managing feelings.
- How their behaviour affects other people.
- About empathy and understanding other people's feelings.
- To cooperate and problem solve.
- To motivate themselves and persevere.
- How to calm down.
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- Who to go to if they are worried.
- About different types of teasing and bullying, that these are wrong and unacceptable.
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

Key Stage 2 children learn:

- What positively and negatively affects their mental and emotional health (including the media).
- Positive and healthy coping strategies.
- About good and not so good feelings.
- To describe the range and intensity of their feelings to others.
- To recognise and respond appropriately to a wide range of feelings in others.
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.

- About resilience.
- How to motivate themselves and bounce back if they fail at something.
- How to empathise and be supportive of others.
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves.
- About the importance of talking to someone and how to get help.

8. Identifying, referring and supporting children with mental health needs

We aim to:

- Provide a safe environment to enable children to express themselves and be listened to.
- Ensure the welfare and safety of children are paramount.
- Identify appropriate support for children based on their needs.
- Involve parents and carers when their child needs support.
- Involve children in the care and support they have.
- Monitor, review and evaluate the support with children and keep parents and carers updated.

Early Identification; Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Analysing behaviour, exclusions, visits to the medical room, attendance and sanctions.
- Staff report concerns about individual children to the relevant lead persons.
- Pupil Progress Review meetings termly
- Regular meetings for staff to raise concerns.
- A parental information and health questionnaire on entry to the School.
- Gathering information from a previous school at transfer.
- Parental meetings in EYFS.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

All staff at Cayley Primary School are aware of the protective and risk factors, types of mental health needs and signs that might mean a pupil is experiencing mental health problems. Any member of staff concerned about a pupil will take this seriously and talk to the Mental Health Lead or the SENDCO.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.

- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Wearing long sleeves in hot weather.
- Drugs or alcohol misuse.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour, which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

If there is a concern that a pupil is in danger of immediate harm, then the School's child protection procedures are followed. If there is a medical emergency, then the School's procedures for medical emergencies are followed.

Disclosures by children and confidentiality

At Cayley we recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise.

Staff make it clear to children that the concern will be shared with the Mental Health Lead or the Safeguarding Lead and recorded in order to provide appropriate support to the pupil. All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Assessment, Interventions and Support

All concerns are reported to the safeguarding lead and we then implement our assessment system, which is based on levels of need to ensure that children get the support they need, either from within the School or from an external specialist service.

Our aim is to put in place interventions as early as possible to prevent problems escalating.

Support for friends

We recognise that when a pupil is experiencing mental health problems it can be challenging for their friends, who often want to help them but are not sure the best thing to do and can also be emotionally affected.

In the case of eating disorders and self-harm, it is possible that friends may learn unhealthy coping strategies from each other, and we will consider on a case by case basis what support might be appropriate including one to one and group support. We will involve the pupil who is suffering and their parents and consider what is helpful for friends to know and what they should not be told, how they can best support, things they should avoid doing/saying which may inadvertently cause upset and warning signs that their friend needs help.

We will also make information available about where and how to access information and support for themselves and healthy ways of coping with the difficult emotions they may be feeling.

Support for children after inpatient treatment

We recognise that some children will need ongoing support and we have interventions in place and an adult to support children through their journey.

We are careful not to “label” children with diagnoses without prior and sensitive consultation with family/carers and other relevant professionals. We have a duty of care to support children and will seek advice from medical staff and mental health professionals on the best way to support children. We will carry out a risk assessment and produce an Individual Care Plan to support children to re-integrate successfully back to school.

When a child leaves an inpatient provision and is transitioning back to school, we discuss what needs to happen so the transition will be smooth and positive.

9. Working with specialist services to get swift access to the right specialist support and treatment

In some case a pupil’s mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders. We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the children’ Individual Care Plan.

School referrals to a specialist service will be made by Safeguarding lead or the SENDCO following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil’s specific needs.

Main Specialist Service	Referral process
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
Educational Psychologist	Accessed through the SENDCO

SEND and mental health:

Persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age. In some cases the child may benefit from being identified as having a special educational need (SEN).

10. Involving parents and carers

Promoting mental health

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children who do have mental health needs.

On first entry to the School we ask parents to inform us of any mental health needs their child has or any issues that they think might have an impact on their child's mental health and wellbeing we ensure all information will be treated in confidence.

To support parents and carers:

- We organise a range of activities such as parental workshops and host regular coffee mornings.
- We provide information and websites on mental health issues and local wellbeing and parenting programmes.
- We provide information on resilience and self-care sessions within Tower hamlets.

Supporting parents and carers with children with mental health needs:

We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common, that the school has experience of working with similar issues and that help and advice are available.

When a concern has been raised, the School will:

- Contact parents and carers and meet with them (In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.)
- Offer information to take away and places to seek further information.
- Be available for follow up calls.
- Make a record of the meeting.
- Agree a mental health Individual Care Plan including clear next steps.
- Discuss how the parents and carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.

Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves. We make every effort to support parents and carers to access services where appropriate.

Cayley Primary School consider the primary concern to be the children, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority.

11. Involving children

Every year we seek pupil's views about our approach, curriculum and in promoting whole school mental health activities. We always seek feedback from children who have had support to help improve that support and the services they received.

12. Supporting and training staff

Roles & Responsibilities

The Governors and staff will:

- Take overall responsibility for implementing this policy and ensuring that staff enjoy a reasonable work-life balance
- Adopt the appropriate policies in respect of 'family friendly' employment, including consideration of part-time working, flexible working patterns etc., where this can be implemented without detriment to the operational requirements of the school
- Ensure that clear procedures are in place that will minimise the levels of stress caused to staff when following formal procedures such as the Disciplinary and Capability Policy: these procedures are written into the policies which are available on the website <https://www.cayley.towerhamlets.sch.uk/our-school/policies> and in paper form on request from the office
- Provide a range of strategies for involving staff in the school decision making process, surveys and feedback sessions; these include staff feedback (verbal) and yearly opportunities to influence School Development
- Review the demands of staff, and seek practical solutions wherever possible
- Adopt a process to monitor staff wellbeing via various routes including regular wellbeing questionnaires
- Consider and provide if possible, personal and professional development opportunities in areas such as stress management, team building and time management

The Headteacher will:

- Ensure that all staff enjoy a reasonable work-life balance and lead by example in this regard
- Encourage the creation and maintenance of an atmosphere where all staff members feel comfortable asking for help or raising concerns. They will be sensitive to any problems which may cause the employee stress-related issues and will act in a professional, fair, consistent and timely manner when a concern arises

- Support the governing body in ensuring that strategies are implemented to effectively manage and, where necessary, reduce employee stress. This includes preventing unnecessary stress and ensuring that any work-based stress employees experience is at a productive, healthy level
- Adopt school policies (all based on Tower Hamlets templates and available here <https://www.cayley.towerhamlets.sch.uk/our-school/policies>) and provide clear guidance regarding time-off for public or trade union duties, or for personal reasons. For further information refer to the school's Special Leave of Absence Policy
- Ensure that there is clear communication between staff and management with regards to all areas of school life
- Create reasonable opportunities for employees to discuss concerns, and will enable staff to do so in an environment where stress is not considered a weakness; line managers are available at all times and the Head maintains an open door policy
- Ensure that all staff are aware of and trained in-line with the school's priorities and opportunities for development are offered
- Actively promote new and innovative ways of reducing workload while not impacting pupil achievement and the school's performance
- Monitor and review any measures that are planned, and assess their effectiveness
- Conduct risk assessments for work-related stress in consultation with senior staff
- Appoint a wellbeing co-ordinator who is responsible for ensuring that the good health and wellbeing of all staff members is supported, promoted and valued by the school. The co-ordinator will also ensure that school policies and procedures reflect this aim
- Create a Wellbeing Group made up of staff members from a variety of roles within the school who will, in conjunction with the Wellbeing co-ordinator, ensure that the policy and procedures are adhered to and to carry out duties which supports those aims
- Make individual interventions such as short-term rehabilitation and return to work plans, and longer-term reasonable adjustments to work
- Ensure that clear policies, procedures and actions are in place and are followed at all times

Staff members will:

- Make themselves aware of the school's staffing policies on Capability, Bullying and Harassment, Staff Attendance/Sickness etc.
- Staff will actively take part in whole school social events and promote positivity and kindness at all times, positively impacting on the culture of school., in line with DfE Teacher Standards and Unison Support Staff standards
- Assist in the development of good practice and ensure that they do not, through their actions or omissions, create unnecessary work for themselves or their colleagues

- Ask their Line Manager for help or support if required. This includes understanding that a good relationship requires communication from both parties and so it's important that issues are raised at the earliest possible moment so that effective strategies can be put in place to manage workloads
- Identify opportunities for development and take advantage of those offered by the school
- Apply for requests for leave of absence in advance and be honest about sickness absence leave
- Share their views, ideas and feelings about all issues concerning the school at formal meetings and directly with their Line Manager
- Respond to requests for completion of staff questionnaires so that all staff feedback can be included which will help form plans

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help.

Our Mental Health Lead has undertaken the Senior Mental Health Lead training and is qualified.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing, such as:

- Allocated time for self- care; this comes from a reduction in directed hours from FTE 28.5hrs which were allocated to Phase meetings, replaces with on average 12hrs club expectation
- Shared free breakfast and lunch (during Inset training) at ends of half terms
- Free tea, coffee and milk in staff room
- Redecorated and furnished staff social area
- Employee Assistance Helpline (08002062533) available 24hrs
- Head teacher and SLT open door policy
- High priority in maintaining excellent pupil behaviour
- Twice-weekly celebration of achievements in Staff Briefing (all emailed so staff can refer to these)
- Opportunity to share concerns for NEU members via their representative
- Occupational Health referrals available on request
- Not expecting staff to attend all assemblies – this time is given to staff to use for additional PPA and self-care (this includes time for additional comfort breaks, time to liaise with colleagues and other statutory duties such as report writing)
- Frequent recorded briefing reference and direction to strategies to reduce stress
- Early finish to day at the end of summer term
- Our Social Committee (responsible for organising team building events both physical and non- physical).

13. Monitoring and Evaluation

The mental health and wellbeing policy is on the school website and hard copies are available to parents and carers from the school office. All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our mental health work. The policy is monitored at an annual review meeting led by the Mental Health Lead and involves staff with a responsibility for mental health and other stakeholders.