

Brocks Hill Primary School

Promoting Positive Mental Health and Pupil WellBeing

Policy

Key reviewers: SENCO

Review frequency: 3 years

Next review: 2022

Statement of intent

At Brocks Hill, we are committed to supporting the emotional health and well-being of all our pupils. We promote a caring, supportive environment in which each individual is valued and respected. We understand that everyone needs the foundation of positive mental health to benefit fully from all of the opportunities available to them. 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 also recognise that some children have ongoing Social Emotional Mental Health (SEMH) difficulties and we aim to ensure that these difficulties are identified and appropriately supported (see a list of definitions in appendix A). We take the view that positive mental health is everybody's business and that we all have a role to play.

Through successful implementation of this policy, the school aims to:

- Promote a positive environment for all to create happier and more motivated pupils.
- Develop children's awareness of mental health (at an age appropriate level) and develop an understanding of strategies they can use to promote their own wellbeing.
- Ensure the early identification of pupils' needs relating to MH and wellbeing and that once identified these pupils are appropriately supported.
- Help children to develop emotional resilience, growth mindset and empower them to manage life's challenges.
- Work closely with parents who make a significant contribution to young people's mental health.

- Help eliminate prejudice towards MH difficulties by raising awareness as to how the whole school community can look after their own mental health and that of others.

Identifying signs

Staff members will be aware of factors that put pupils at risk of SEMH difficulties or well-being issues, such as low self-esteem, physical illnesses, academic difficulties and family problems (e.g. a family loss or separation).

Staff members will understand that SEMH difficulties may lead to a pupil developing SEND.

Staff members will observe, identify and monitor the behaviour of pupils potentially with SEMH difficulties; however, only medical professionals will make a diagnosis of a mental health condition.

Staff members will be aware of the signs that may indicate if a pupil is struggling with their SEMH. The signs of SEMH difficulties may include, but are not limited to, the following list:

- Anxiety
- Low mood
- Being withdrawn
- Avoiding risks
- Unable to make choices
- Low self-worth
- Isolating themselves
- Refusing to accept praise
- Failure to engage
- Poor personal presentation
- Lethargy/apathy
- Daydreaming
- Unable to make and maintain friendships
- Speech anxiety/reluctance to speak
- Task avoidance
- Challenging behaviour
- Restlessness/over-activity
- Non-compliance
- Mood swings
- Impulsivity
- Physical aggression
- Verbal aggression

- Perceived injustices
- Disproportionate reactions to situations
- Difficulties with change/transitions
- Absconding
- Eating issues
- Lack of empathy
- Lack of personal boundaries

Assessment

Brocks Hill is committed to striving for early identification in regards to pupils with SEMH difficulties or well-being issues. The wellbeing tracker is filled out termly which is aimed at identifying a range of possible difficulties including: Attendance, Relationships, Approach to learning, Physical indicators, Negative behaviour patterns, Family circumstances, recent bereavement, Health indicators. This information is then shared with SLT and the well-being team.

A strengths and difficulties questionnaire (SDQ) or Boxall Profile maybe completed which can assist staff members in creating an overview of the pupil's needs.

The wellbeing / ELSA worker completes individual assessments to evaluate feeling and moods.

A baseline is completed before and after each social group intervention.

Staff members will discuss concerns regarding well-being and SEMH difficulties with the parents.

Staff members will take any concerns expressed by parents, other pupils, colleagues and the pupil in question seriously.

If appropriate outside agencies will be contacted with parental consent.

Strategies and Interventions

The whole school ethos focuses on promoting pupils' resilience, learning dispositions and growth mind-set.

Whole School Approaches include:

- Creating a friendly environment where pupils feel comfortable to approach staff or peers when they have a problem. This is achieved by listening to pupils, engaging in conversation and responding appropriately to what has been said. Children who prefer to communicate their worries and feelings can do so in the written form.
- The schools 6Rs ethos which runs throughout the school which promotes characteristics for life long learning. A tracking system is in place that is shared with parents regarding their own child's 6R development.

- Wellbeing and mental health taught through PHSE and woven into all areas of the curriculum. Issues taught are relevant to age groups or linked to difficulties or issues arising with a particular cohort of children e.g. friendships, bereavement,
- Talking about mental health with pupils and parents in order to have a greater understanding and remove the stigma. This includes raising awareness events such as parent workshops (e.g. wellbeing strategies and growth mind-set), wellbeing mornings/weeks where parents are invited into school, pupil voice surveys etc.
- Ongoing assemblies to encourage a positive outlook on mental health and the importance of looking after our own physical and mental health. Assemblies are also led by the children e.g. wellbeing ambassadors and sports leaders on a regular basis.
- Time to build a trusting relationship with the class teacher, LSA, wellbeing worker, SENCo etc. Every staff member has identified vulnerable children that they greet/ speak to each week.
- Space to chill either inside or outside the classroom if needed. We believe it is important to help improve pupils' develop their sense of belonging and help them to identify a safe place or group where they can go when they are feeling vulnerable.
- A Wellbeing Ambassador team made up of students who provide peer mentoring and support to other pupils. Indeed there are lots of opportunities for pupil leadership throughout the school including the school parliament, science ambassadors, music ambassadors, sporting ambassadors etc. all of which helps to raise self- esteem and confidence.
- Happy lunchtimes is a whole school initiative to develop fun lunchtimes supported by play and sports leaders. These ambassadors are older pupils who model and lead activities that support and encourage other pupils to become involved in play. Where individual pupils experience difficulties at lunch or playtimes there are wellbeing ambassadors on hand to help and lend an ear or more structured activities run by the dining supervisors. The school promotes negotiation skills and compromise through the children reflecting on incidents as they arise and trying with support to develop a problem solving approach to friendship issues.

- A variety of sporting activities and competitions which impacts on fitness and the health of all pupils but also an increased opportunity for SEN and vulnerable pupils to take part in activities to raise confidence and self-esteem. Exercise and fresh air are encouraged for all children through the daily boost.
- A variety of clubs and activities on offer throughout the lunchtimes and after school to develop relationships and a sense of belonging.
- Helping children understand their strengths and celebrating successes and helping individuals foster their talents.
- A wellbeing toolbox in each Year group to be a visual reminder of strategies that can be used to develop well-being.
- Whole class activities to learn social skills and build relationships for example; sunshine circles, RTIME, PWA (Year 4) etc.
- A variety of activities to promote a positive outlook and help children experiencing emotional difficulties including mindful colouring and techniques, Yoga/Smarty Pilates, relaxation etc.
- Prince William Award a character building programme for Year 4 pupils to develop relationships, social skills and other life skills.
- SEN/Well-being files are kept up to date in each classroom. They include well-being tracking, case studies, and one page profiles for SEN, PP pupils and vulnerable pupils, which gives contextual and well-being information. These folders ensure that anybody covering a class understands the needs of vulnerable pupils and how best to support them. In addition a visual pyramid of well-being is in each class so that all staff are aware at a glance of vulnerable pupils and who needs monitoring closely. The pyramids tie in with the well-being checklists ensuring rapid and appropriate provision is in place to meet vulnerable pupils' needs.

Targeted interventions:

The school implements more targeted and individualised support for children with complex or a higher level of need. These include:

- Individual pupil-orientated interventions run by the wellbeing worker.
- Small group and nurturing sessions that focus on developing positive social behaviour.
- Play-based approaches to develop more positive relationships between pupils.
- ELSA support working on emotions and feelings

- Lunchtime clubs adapted to suit individual needs for pupil who need a time to chill or talk over lunchtimes.
- Specific interventions e.g. social and communication groups, lego play, draw and talk
- Specific classroom management techniques for supporting individual pupils are in place. These techniques may include using an individual reward system, changing seating arrangements, or having different equipment like a stress ball.
- Individual parent support from our wellbeing worker who offers guidance to families and signposts them to more specialist support.

Specialist Support

The school works closely with outside agencies and specialists including:

- The school nurse
- Educational psychology services
- Behaviour support through Oakfield pupil referral unit
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers

Roles and Responsibilities

The promotion of Emotional Health and Social Well Being is the responsibility of the whole school staff, governors, parents and pupils.

The school has a well-being team that leads, monitors and reviews well-being throughout the school:

Headteacher Michelle Walton

Head of school Darren Schofield

Deputy Head Hannah Drury

Wellbeing and education link worker (also ELSA lead) Pam Turner

SENCo Nadine Curran

Assistant SENCo Andrea Gough

PHSE Coordinator Sim Street

Pupils - Pupils will be made aware of how the Emotional and Social Well Being policy applies to them as part of the school aims, values and in the curriculum.

Parents/Carers - Parents and carers are encouraged to participate through:
Whole school well-being events
Parent questionnaires
Involvement in school trips and extracurricular activities
Regular communication and involvement over pupil progress, behaviour and pastoral issues.

Governors- Governors are committed to reviewing the impact of policy as part of a rolling programme, taking into account behaviour, attendance, attainment, anti-bullying, anti- racism, teaching, parents' and pupils' views.

This policy should be read in conjunction with:

- SEND Policy
- Behaviour Policy
- PHSE Policy
- Child protection procedures

A handwritten signature in black ink, appearing to read "Diane Miller". The signature is written in a cursive style with a large initial 'D'.