

Mental Health and Emotional Wellbeing Strategy



Why mental health and wellbeing is important

At Brownlow Fold Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents/carers, governors), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

What we discovered:

- 580,000 young people – equivalent to the population of the city of Manchester – are receiving some form of social care or assistance with mental health needs.
- One in 10 children has a diagnosable mental health problem.
- 84% of teachers have suffered from mental health problems at some point over the last two years.
- 75% of mental health problems in adults, rooted from their childhood.

School staff juggle multiple tasks and demands, so a focus on staff wellbeing has become increasingly important. Taking good care of staff both emotionally and practically helps them to perform to the best of their ability and ensures that they are better able to support pupils. Workloads, deadlines and challenging behaviours can all impact negatively on the wellbeing of school staff.

Poor mental wellbeing may impact on their ability to manage during key moments of stress in the classroom or at school. Staff who have good mental wellbeing are more likely to have the necessary resources to be able to manage and plan during or after stressful episodes whether with a pupil, a class, a colleague, an inspector or a parent.

What do we mean by staff wellbeing?

Good staff wellbeing can have a number of benefits for schools including:

- Positive impact on pupils, including improved educational outcomes, as both staff and children and young people are more engaged
- Increased productivity of staff members
- Reduced absences from work in relation to sickness (both short term and long term)
- Staff being able to manage stress better and develop healthier coping strategies
- Improved job satisfaction, which can support retention
- Staff feeling valued, supported and invested in

In order to change the culture and ethos of a school it is vital that any strategies to support staff wellbeing are led by the senior leadership team. Below are things that school have considered to ensure that at Brownlow Fold we prioritise staff wellbeing.

We model good working practices and self-care to encourage a work/life balance. This includes encouraging and taking regular breaks, finishing on time, regular meetings with line managers, not taking lots of work home and asking for help and support when needed.

Clear communication with staff, particularly around any changes that might be taking place at school. We also give feedback on the positives and things that are going well!

We encourage a sense of community. This is done by allowing opportunities for all staff to get together and having non-work related activities (Pasty and Peas lunch). Staff wellbeing and development is always on the school agenda.

School staff have regular opportunities to feedback on any thoughts or concerns regarding staff wellbeing and how to improve it.

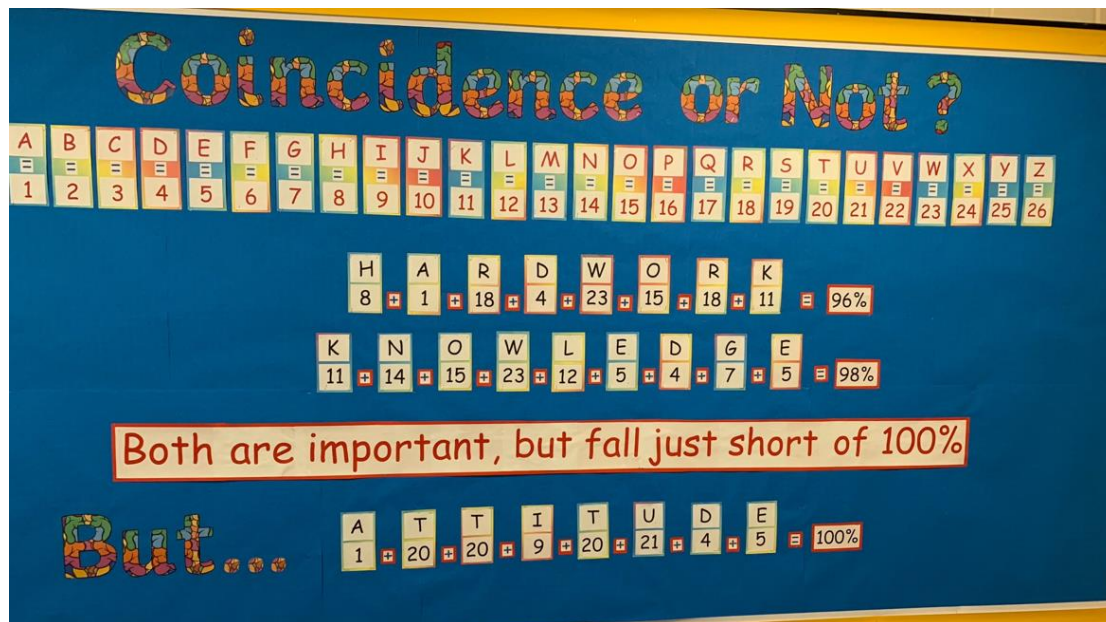
The Department for Education (DfE) recognises that: “in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy”. Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential 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 wellbeing and can help engender a sense of belonging and community.



Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or 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.

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

- All children/staff/parents/governors are valued.
- Children/ staff/parents/governors have a sense of belonging and feel safe.
- Children/ staff/parents/governors feel able to talk openly with trusted adults about their problems without feeling any stigma. Positive mental health is promoted and valued.
- Bullying is not tolerated.



In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

Purpose of the statement of practice

This statement of practice sets out:

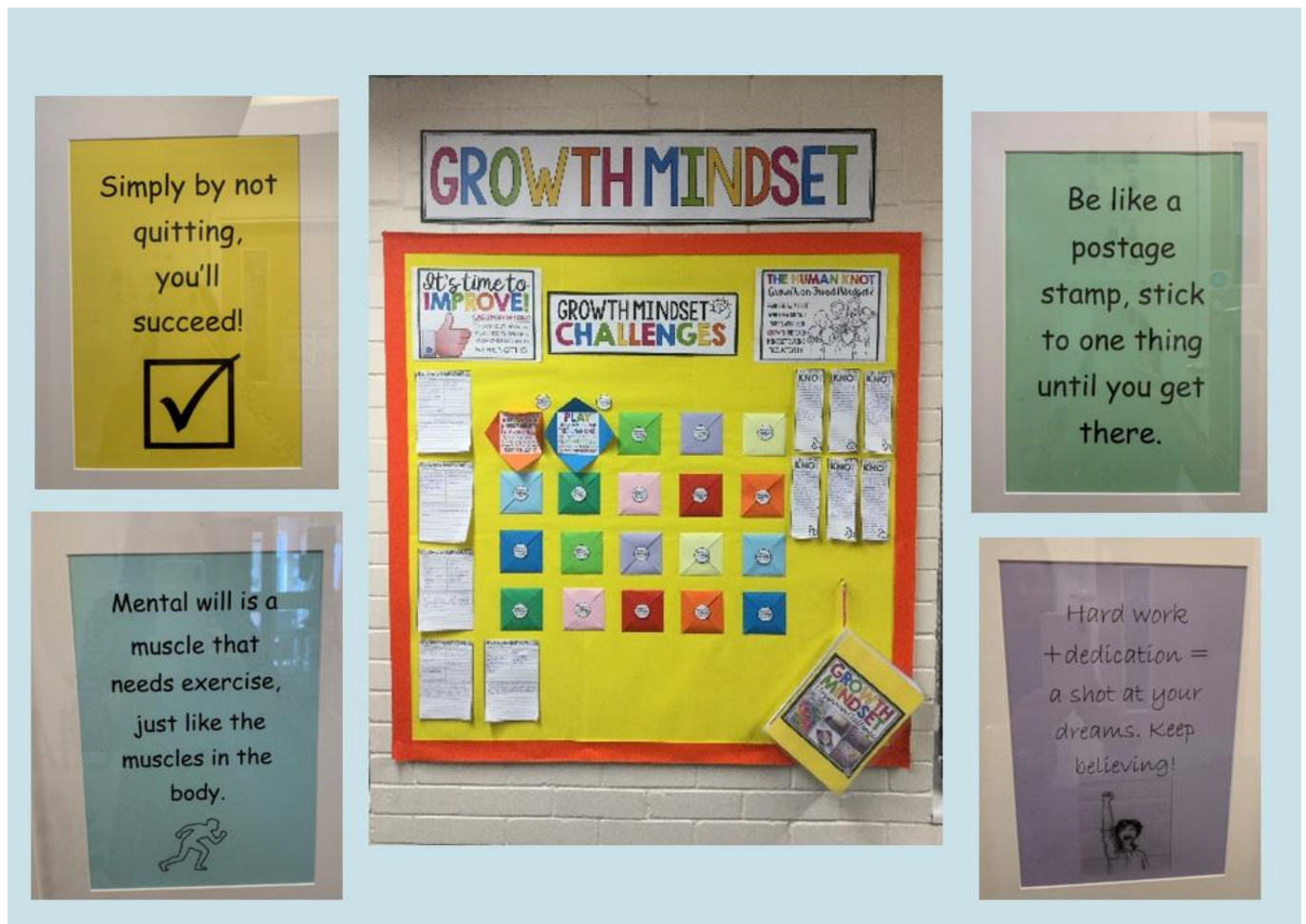
- How we promote positive mental health.
- How we prevent mental health problems.
- How we identify and support children with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems
- Key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

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".

Mental health and wellbeing is not just the absence of mental health problems. We want all children/staff/parents/governors 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.



In developing this statement of practice, we have taken account of:

- Children and Young People's Mental Health: State of the Nation 2016.
- Education, Education, Education, Mental Health 2016.
- Promoting children and young people's emotional health and wellbeing, Public Health England 2015. Preparing to teach about mental health, PSHE Association 2015.
- Mental Health and Behaviour in Schools, DfE 2014.
- Supporting children with medical conditions, DfE 2014.

Links to other policies

This statement of practice links to our policies on Safeguarding, Medical Needs, Anti-Bullying, SEND and Equalities. Links with the School's Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

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 and to prevent problems before they arise.

This encompasses seven 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 – Growth Mindset/Empowered 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.

Staff roles and responsibilities, including those with specific responsibility

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. 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.

All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, 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 (see appendix 1 on risk and protective factors).

The Head Teacher and Learning Mentor are the lead for Social, Emotional and Mental Health Needs

- Lead and work with other staff to coordinate whole school activities to promote positive mental health and wellbeing.
- Provide advice and support to staff and organises training and updates.
- Is the first point of contact with mental health services, and makes individual referrals to them.

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 more intensive support 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.

Sources of relevant support include:

- Our own Senior Leadership Team
- Our Learning Mentor
- Our Class Teachers / Learning Support Staff
- Our Safeguarding/Child Protection Lead
- Our SENDCO 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.
- Our School Nurse

- Our Behaviour Support Engagement and Support officer

Support can be offered in school or at an external venue.

Supporting children' positive mental health

We believe the School has 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
- Campaigns and assemblies to raise awareness of mental health.
- Peer mediation and Peer mentoring – children working together to solve problems and planned sessions where identified adults mentor a designated child
- Play Leaders – a lunchtime group supporting younger children at lunchtime.
- Transition programmes - Transition Programme to secondary schools which includes some Year 6 children having a staff mentor to support a smooth transition to secondary school
- Class activities such as
- Tickled Pink Reward system 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 and post for the learning mentor to support
- Circle times
- Kooth Workshops
- Weekly discussion times to help children learn personal, social and emotional, communication and problem solving skills.
- Wellbeing week – whole school focus on doing things which make us feel good
- Displays and information around the School about positive mental health and where to go for help and support
- Staff mental health leaflet/support (Employee Assistance Programme)
- Occupational Health Support
- H+S Stress Management Questionnaire
- Small group activities such as
 - 1:1 pastoral support
 - Resilience Training
 - Nurture groups
 - Small group intervention to improve children's communication skills around turn taking, dealing with issues, resolving conflict

Brownlow Fold Primary School



Empowered Learners Expectations



School Fruit and Vegetable Scheme



Staff shout out to because.....



Name -

Class -

I am worried about -



Supporting a member of staff with mental health difficulties

With one in four adults experiencing mental health needs in any given year, it is very likely that school will come across a colleague with a mental health need. Knowing how to recognise that they are struggling and feeling confident about helping and supporting them is key; especially as taking early action can prevent problems escalating and help individuals to recover more quickly.

However, it's important to remember that school staff are not expected to be a mental health expert or to offer medical advice. But senior leaders do have a legal duty to ensure the health of staff, as well as a responsibility to make sure that the school team is managed in an effective, professional, supportive and non-stigmatising way. Senior staff lead the development of a school culture and ethos around mental health, which allows all staff to be open and honest about their needs and experiences.

Early warning signs

Often, the early signs that an individual may be experiencing the beginnings of mental ill-health might be more noticeable to the people around them, rather than to the individual staff member who is experiencing the difficulties. It is up to their line manager and/or colleagues to recognise these early warning signs and to take action.

One of the most common indicators is a general change in a person's 'usual' behaviour. Other signs might include:

- An increase in unexplained absences and sick leave, or conversely an increase in working long hours and staying late.
- Poor timekeeping.
- Physical symptoms such as headaches and backaches; constant tiredness, low energy levels.
- Changes in behaviour such as an increase in the consumption of caffeine, alcohol, cigarettes, sedatives, etc.
- Changes in performance – not getting things done, out of character errors, indecisiveness, memory problems, conflict with team members and/or manager.
- Unusual displays of emotion, irritability, erratic behaviour, anxiousness, tearfulness; changes in sleep patterns.

Opening up a conversation

If staff think a colleague is showing some signs of early mental ill-health then they should talk to them in the first instance, find out what they may be struggling with in the workplace (which might include work pressures or relationships with colleagues), and what might help them.

Responding to a staff member who says they are unwell

If a colleague says that they have a mental health difficulty, the Head Teacher would discuss it with them, avoiding making any assumptions. Asking about what workplace triggers might affect them (including work pressures or relationships with colleagues) and what support/adjustments might help/can be made.

Signpost sources where the member of staff could access support. For example:

- NHS Choices gives information about helplines for adults.
- The Employee Assistance Programme offers information and counselling, plus a range of resources on managing stress for school and college staff.

- Mind provides information, advice and support to anyone with a mental health issue.
- The Time to Change campaign has put together guidance to help line managers deal with a staff member who discloses that they have a mental health need.

New for
YOU

From the 1st November, information, guidance and support are available to you from your free and confidential Employee Assistance Programme.

Sometimes life can be challenging and demanding. The Employee Assistance Programme is designed to give you easy access to help and support to enable you to make informed decisions and tackle issues early, before they become troublesome and complex.

The service is 24/7, easy to access, confidential and free of charge. You have unlimited access to information, support and guidance on a wide range of topics including Work/Career, Relationship/Family, Money Management & Debt and Health & Wellbeing.



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Go to your online EAP at www.my-eap.com

username: **BOLwell**

or call **0800 1116 387** to speak with one of our Helpline specialists

Management Support is available on the online EAP, or call the dedicated Helpline on **0800 1116 385** (9am to 6pm Monday to Friday)



WorkplaceWellness™

Reasonable adjustments

A mental health difficulty can qualify as a disability under the Equality Act. This means that a member of staff has the legal right to request reasonable adjustments to be made to their work routine, their work environment or how they do their job.

Adjustments for mental health can often be simple, practical and cost-effective measures to help an individual. They could, for example, involve support with managing workload or reducing timetables, or providing a quiet area for staff to use. There may also be a need to support a member of staff to attend medical or counselling appointments.

Time off and returning to work

If someone needs to take a longer period of time off for their mental health it is important to maintain regular contact if practicable, as keeping communication lines open can help prevent staff feeling isolated at home. But this contact must be done in association with HR advice, our school's absence management policies, the individual's union (if appropriate) and with the member of staff's explicit permission.

When planning the return to work of a staff member, it's important to do this in the context of advice from HR and/or occupational health as well as the procedures outlined in school's absence management policies. This may include, for example, the development of an action plan, which can be discussed and agreed with the member of staff. This might, for example, help identify triggers and outline more general support that the staff member might need.

Teaching about mental health and emotional wellbeing

Through PSHCE, we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

EYFS and 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.

Identifying, referring and supporting children with mental health needs

Our approach:

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:

- SDQ (Social Difficulty Questionnaires).
- Analysing behaviour, exclusions, visits to the school nurse, attendance and sanctions.
- Staff report concerns about individual children to the relevant lead persons.
- Worry box in school for children to raise concerns which are checked by the Learning Mentor (these are anonymous but give an indication of needs in a particular classes regularly).
- 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.

Staff at Brownlow Fold have had training regarding signs that might mean a pupil/or themselves are experiencing mental health problems. Any member of staff concerned about a pupil will take this seriously and talk to the Learning Mentor or the SENCO.

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

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 Learning Mentor 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 on CPOMs, 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 a member of the Senior Leadership Team and recorded. We then implement an 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

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

In some cases, 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.

School referrals to a specialist service will be made by the Learning Mentor/SENCo/Class Teacher following an 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 SENCO

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).

Involving parents and carers

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, our parent's meeting includes a discussion on the importance of positive mental health/wellbeing for learning. We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing, based on a list of risk factors pertaining to the child or family. It is very helpful if parents and carers can

share information with the School so that we can better support their child from the outset. All information will be treated in confidence.

To support parents and carers:

We provide information and websites on mental health issues and local wellbeing and parenting programmes and have produced leaflets for parents on mental health and resilience, which can be accessed on the School website. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves. When children start school, all parents and carers are given our Growth Mindset and Empowered Learner booklet that includes information on how parents can support their child and where to go for help and support.

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 need and we are sensitive and supportive. We also aim to reassure by explaining that mental health needs are common, that 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 give children the option of informing their parents and carers about their mental health needs for themselves or of accompanying and supporting them to do so.

We make every effort to support parents and carers to access services where appropriate. Our primary concern is the children, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

Involving children

Every year we train up a group of children as our Wellbeing Champions who lead on whole school campaigns on health and wellbeing.

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.

Brownlow Fold Primary School

Pupil Roles and Responsibilities Vacancy



Wellbeing Champion

Do you have what it takes to be a Brownlow Fold Wellbeing Champion?

Main purposes of the job

To work with the Senior Leadership team and Learning Mentor to ensure that pupil wellbeing at Brownlow is of paramount importance.

Main responsibilities and tasks

To be able to express the views of the other children in school and make decisions
To speak with the other children to find out their views
To feedback pupil views to the Head teacher, Senior Leadership Team, Learning Mentor
To meet regularly with the Senior Leadership Team and Learning Mentor

Experience

Experience of talking to others and sharing viewpoints
Track record of exemplary behaviour

Knowledge, Skills and Abilities

Can work as part of a team
Ability to communicate to large groups confidently
Ability to make decisions on behalf of others

As a Wellbeing Champion you will support school in making decisions around pupil support, mental health and daily pupil wellbeing. We want to make sure that **EVERYONE** at Brownlow Fold is feeling ok, and if they are not, then we can offer help and support.

You must be in Years 4, 5 and 6 to apply for this role

If you think that you have the necessary skills to do this role then please take an application form and complete it by

Please give your completed form to your class teacher.

Miss Hignett will look at all applications together with the person responsible for overseeing each role in school. Good Luck!



Supporting and training staff

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 Learning Mentor is a qualified 'mental health first aider' teaching staff have completed the Enhancing Achievement: Pupil and Staff Wellbeing Training Wellbeing at Brownlow Fold is recognised as a vital aid for effective learning. Stress, anxiety, and other mental health needs are barriers to both teaching and learning.

As a result of this training staff at Brownlow Fold are now able to:

- Understand why our wellbeing and that of the children is important

- Learn how our brains work and how this affects our actions
- Know about current research and pedagogy
- Discover ways to measure our mental wellbeing
- Recognize how diet and exercise affects our wellbeing

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 the staff shout out board, Random Acts of Kindness, weeks whereby there are no meetings after the school day to ensure all staff leave work early to support their work-life balance, access to a Coach/NLP Practitioner. Staff also have access to the Employee Assistance Programme.



The mental health and wellbeing statement of practice 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.