



# TIMOTHY HACKWORTH PRIMARY SCHOOL

**'Respectful and resilient; being the best that we can be.'**

## Mental Health and Wellbeing Policy

CRC Article 24: All children have the right to the best possible health.



Date policy approved/adopted:	<b>May 2021</b>
Next review date:	<b>May 2022</b>
Approved by:	<b>Governors May 2021</b>
Head Teacher signature:	<i>L. Boulton</i>
Chair of Governors signature:	<i>P. Crook</i>

# **Mental Health and Wellbeing Policy**

CRC Article 24: All children have the right to the best possible health.

**Date of Policy:** May 2021

**Review Date:** May 2022

**Subject Leads:** Wellbeing - Mrs. Shepherd  
Mental Health – Mrs. Kozlowski (SENDCO)

**Governor for Mental Health and Wellbeing:** Mrs. F. Minay

This policy should be read in conjunction with our PSHE, Relationships Education (including Relationships and Sex Education Policy) and our Respectful Relationships Policy. All policy and practice in Timothy Hackworth Primary School respects children's dignity.

## **Our Timothy Hackworth School Vision**

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

## **Mission Statement (written by children):**

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

## **Values**

Ours is a happy school with high hopes and ambitions for all our children and we welcome working in partnership with parents and carers to ensure that everything is done in the best interests of the children at all times.

All of our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally,

socially and academically. We are fully committed to the [CONVENTION ON THE RIGHTS OF THE CHILD](#).

To us, every child is unique and precious and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the basic skills of English and Maths.

At all times, we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all our pupils.

### **Equalities Information**

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

### **Entitlement**

This Mental Health and Wellbeing Policy relates to all pupils and staff at Timothy Hackworth Primary School.

### **Aims:**

At Timothy Hackworth Primary School, we aim to inspire all children to reach their full potential, academically, socially and emotionally.

At Timothy Hackworth Primary School, we are committed to supporting the mental health and wellbeing of our pupils and staff. We have a supportive and caring rights respecting ethos and our approach is respectful and kind, where each individual and contribution is valued. 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 take the view that positive mental health is everybody's business and that we all have a role to play.

We aim to:

- help children to understand their emotions and feelings;
- help children feel comfortable sharing any concerns or worries;
- help children to form and maintain healthy relationships;
- promote self-esteem and to ensure that children know that they count;
- encourage children to be confident and 'dare to be different';
- help children to develop emotional resilience and to manage setbacks;

- ensure our pupils have the opportunity to demonstrate resilience, resourcefulness, reflectiveness and reciprocity and have the ambition to be successful learners;
- provide opportunities to develop individual skills, while sharing experiences and cooperating with others.

## **Implementation**

The skills, knowledge and understanding needed by our children to care for their physical health and mental wellbeing are included within our PSHE, Relationships and Health (including Relationships and Sex Education) curriculum. There is flexibility within the curriculum to address the specific needs of classes. We are a member of the PSHE Association and refer to their Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

In addition to this, as part of our Rights Respecting ethos, relationships within school are highly valued and are integral to promoting mental wellbeing.

We promote a mentally healthy environment through:

- Our school values and encouraging a sense of belonging;
- Promoting pupil voice and opportunities to participate in decision-making;
- Celebrating academic and non-academic achievements;
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others;
- Providing opportunities to reflect;
- Mental Health and Wellbeing Ambassadors (children);
- Mental Health and Wellbeing Group (adults);
- Providing access to appropriate support that meets their needs;
- Providing information about where to get help.

The school offers targeted support for individual pupils or groups of pupils which may include:

- Circle time approaches;
- Targeted use of PSHE resources;
- Managing feelings resources, e.g., 'worry boxes';
- Managing emotions resources such as 'The Zones of Regulation';
- Therapeutic activities including Lego, relaxation and mindfulness techniques;
- Pupils and Families Intervention Support Lead (PFISL) interventions;
- Place2Be in school counselling and Place2Talk;
- Mental Health Support Team counselling and interventions.

We pursue our aims through:

- Universal, whole school approaches;
- Support for pupils going through recent difficulties including bereavement;
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder.

Signposting:

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

Identifying needs and Warning Signs:

All staff are vigilant of:

- Attendance;
- Punctuality;
- Relationships;
- Approach to learning;
- Physical indicators;
- Negative behaviour patterns;
- Family circumstances;
- Recent bereavement;
- Health indicators.

### **Impact**

Timothy Hackworth Primary School is a Gold Rights Respecting School which has:

- confident and articulate pupils who enjoy school and are extremely proud of their rights respecting status;
- respectful and positive relationships across the whole school community;
- a strong focus on aspirations and all pupils 'being the best that they can be' that permeates through all elements of school life;
- pupil voice that is encouraged, respected and acted on leading to children feeling valued and supported.

The impact of our school approach will enable our pupils to discover areas of strength, as well as areas they might like to improve upon. We work to ensure pupils may develop fundamental abilities such as: self-confidence, interaction with and awareness of others, as well as self-reflection.

### **Special Educational Needs and Disabilities**

The SENDCO will support identified SEND pupils, their parents and staff, to ensure their mental health and wellbeing is supported.

## **Monitoring and Evaluation**

The monitoring of mental health and wellbeing in our school will take place through:

- observations and learning walks by the Wellbeing Lead, Mental Health Lead and SLT where appropriate;
- discussion during staff meetings in order to further develop provision and practice, respond to queries, check progress, review resources etc.;
- informal discussions between staff and the Wellbeing Lead and Mental Health Lead;
- the completion of any whole school mental health and wellbeing projects where work/evidence is gathered, across the whole range of ages in the school;
- scrutiny of recordings, displays and any other evidence of achievement, by the Mental Health Lead, Wellbeing Lead and SLT;
- pupil interviews conducted by the Mental Health Lead and Wellbeing Lead.

Pupils will have their mental health and wellbeing monitored through a range of techniques to ensure that their mental health and wellbeing is enhanced so that children can reach their full potential.

The Wellbeing Lead and Mental Health Lead work alongside teachers to provide tailored support to discuss, plan and implement a range of support mechanisms to ensure mental health and wellbeing.

## **Continuing Professional Development**

The Wellbeing Lead attends the Children and Young People's Mental Health and Emotional Wellbeing Network in order to ensure that they and wider staff are aware of the latest information and developments in wellbeing. The Mental Health Lead is a member of the Locality Emotional Wellbeing Forum and attends the related meetings.

Staff are also provided with regular, planned, internal and external CPD opportunities where relevant and as appropriate.

All staff receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

## **Working with other agencies and partners**

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The School Nurse;
- Educational Psychology Services;
- Behaviour Support;
- Paediatricians;
- CAMHS (Child and Adolescent Mental Health Service);

- Family Support Workers;
- Police;
- The EWEL Team;
- The Emotional Resilience Nurse;
- Counselling services including Place2Be and the Mental Health Support Team.

Pupils use Place2Be for lots of different reasons. The most common ones are anxiety, struggling to focus, low self-esteem, mood swings and trouble with their family.

To help our school community cope with challenges like these, our in-school support works with pupils, families and school staff. Services on offer include:

- **Place2Talk** – pupils book appointments with a Place2Be counsellor to talk about problems and worries;
- **One-to-one Counselling** – weekly counselling using talking, creative work and play to support pupils who are struggling;
- **Group Work** – therapeutic groups exploring issues like friendship, self-esteem, transition and bullying;
- **Parent Counselling** – weekly therapeutic support from Parent Counsellors to help families cope with challenges;
- **Guidance, Training and Safeguarding Advice for Staff** – mental health professionals share their expertise on issues such as managing and understanding behaviour, Special Educational Needs and Disabilities (SEND) and Additional Support Needs (ASN) and coping with staff stress.

### **Supporting Staff Wellbeing**

Good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment.

As education staff juggle a multitude of different tasks and demands, it is important that everyone is given the right emotional and practical support so that they can, in turn, support their pupils.

The Leadership Team at Timothy Hackworth Primary School work to build a culture of trust where staff feel valued, can be open about their health and wellbeing and know how to access support if they need it. The Head Teacher and the Leadership Team model good mental health and wellbeing behaviour and practice.

- All senior staff members have an open-door policy and staff know they can discuss anything with them;
- Staff are consulted about change and involved in developing problem-solving strategies. A regular staff wellbeing survey helps to generate feedback and ideas;

- The workplace is a positive environment for staff. There is a dedicated space where staff can go and take time out;
- Staff feel valued as SLT acknowledge good work;
- Senior leaders in the school model good working practices and self-care to encourage an appropriate work-life balance. They encourage staff to take breaks, for example, finishing on time, having regular debriefs or supervision from colleagues or line managers when dealing with difficult situations. Support is provided for staff who are having personal difficulties and there is an ethos of fairness and support;
- Teacher appraisal is encouraging and concentrates on the 'praise' aspect. Targets are realistic and concentrate on raising standards of children and young people;
- Staff are encouraged to work closely with colleagues to support each other in providing opportunities for reflective practice and problem-solving school-based challenges;
- The Mental Health Support Team provide weekly Staff Wellbeing Drop-Ins;
- Staff recognition and praise is an important part of the school's culture.

#### **Lead Members of Staff:**

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

Mrs. C. Shepherd – Wellbeing Lead

Mrs. L. Boulton - Head Teacher / Designated Safeguarding Lead

Mrs. J. Slattery - Deputy Head Teacher / Deputy Designated Safeguarding Lead/PSHE, Relationships and Health (including Relationships and Sex Education), RRS Lead

Mrs. C. Reid - Assistant Head Teacher / Deputy Designated Safeguarding Lead

Mrs. K. Kozlowski - Mental Health Lead / SENDCO / Deputy Designated Safeguarding Lead

Mrs. B. Mathwin - Attendance Officer/ Deputy Designated Safeguarding Lead

Miss N. Stainsby – Pupils and Families Intervention Support Lead/ Deputy Designated Safeguarding Lead

Mrs. M. Kirby – Place2Be Lead

#### **Display and Resources**

Our school 'Climate for Learning in Classrooms' document, outlines the resources and display requirements for each classroom, which includes reference to resources and displays to support pupils' wellbeing. As part of this, definitions of wellbeing and mental health, to support children to grasp concepts, are available. Feelings vocabulary is displayed so that children use this in the communication of their understanding. There are current and relevant children's wellbeing work on display in

classrooms, and in other areas of the school, where possible, in order to encourage a positive attitude and enthusiasm towards wellbeing for all groups of children.

### **Parents and Carers**

We recognise that parents make a significant difference to children's progress in all subjects, including mental health and wellbeing, and we encourage this partnership. Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's mental health and wellbeing is recognised, valued and developed.

In order to support parents, we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website;
- Share and provide parents with access to sources of further support, e.g., through parent forums;
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their child;
- Make our Mental Health and Wellbeing Policy easily accessible to parents;
- Share ideas about how parents can support positive mental health and wellbeing in their children;
- Keep parents informed about the mental health and wellbeing topics their children are learning about in PSHE and share ideas for extending and exploring this.

### **Our Governing Body**

The governor with a special interest in mental health and wellbeing liaises with the Wellbeing Lead and the Mental Health Lead on a regular basis. The Governing Body will provide support and challenge and are kept up to date with developments in mental health and wellbeing through meetings with the Wellbeing Lead and Mental Health Lead, through the Head Teacher's Report to Governors, subsequent discussions during Full Governing Body Meetings and Curriculum and Standards Committee Meetings. The Governing Body will be provided with regular updates re: the implementation and monitoring of this policy. The Curriculum and Standards Committee will ratify and review the policy.

### **Conclusion**

At Timothy Hackworth Primary School a whole range of experiences and opportunities will be provided for all pupils in across a broad and balanced curriculum which reflects school, local, national and global perspectives. The curriculum offer is routinely reviewed to monitor its Intent, Implementation and Impact. All children have the right to a high quality education; and the best possible health including mental health and wellbeing. Our Mental Health and Wellbeing Policy is designed to ensure that all pupils have access to this right.