



# Powick Church of England Primary School

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## Mental Health and Wellbeing Policy

Reviewed: January 2024

Review Date: January 2026



# **Powick CE Primary School**

## ***'Embracing Learning Together'***

At Powick CE Primary School we are a caring Christian community where everyone is welcome and, following the example set by Jesus, we thread kindness and compassion through everything we do. Through working together, we desire for everyone in our community to flourish by developing their God given talents.





## Mental Health and Wellbeing Policy

As part of our schools distinctive christian vision, at Powick we recognise that it is an important part of our role to support those who are experiencing mental health difficulties which are impacting on their learning and emotional wellbeing.

This policy, along with our Family Support Offer and SEND policy, sets out the school's whole school approach to supporting members of our community who are experiencing mental health difficulties..

At Powick C of E Primary our aim is that all of our pupils will have their mental health and wellbeing needs met in order to support our pupils to build strategies which will reduce the potential, lifelong impact of poor mental health and wellbeing in childhood. *Longitudinal research suggests that a child's emotional health at the age of 16 is the strongest predictor of adult life satisfaction, and that primary school teachers can have an effect on the emotional wellbeing of their pupils that can last five years or more (Clark et al., 2018).*

Mental Health and Wellbeing are also important factors in ensuring pupils are able to achieve the best academic outcomes. *There is good evidence to support the association between good mental health and education engagement and academic achievement. The benefits to preventing mental health problems in children and young people from arising, and intervening early where they do, can be significant for schools.(Promoting Children and Young People's Mental Health and Wellbeing PHE/DFE 2020)*

## Whole School Approach

At Powick C of E Primary School we have developed a whole school approach based on these eight principles and with effective leadership and management at the centre.

A Senior Mental Health Lead (SMHL) has been appointed, taking on the role alongside the role of Designated Safeguarding Lead. The SMHL will ensure that emotional health and wellbeing are promoted through wider school policy, school vision and values and are taken into account as part of all strategic planning and direction on a whole school level.

The SMHL will also work with the governor appointed as safeguarding governor to ensure that the schools Mental Health and Wellbeing Policy is applied rigorously and is reviewed regularly to ensure it remains a true reflection of up to date and current practice in school.



*(Promoting Children and Young People's Mental Health and Wellbeing PHE/DFE*



## **Ethos and Environment**

At Powick C of E Primary we define mental health and wellbeing as more than just the absence of mental health difficulties. At Powick our vision is 'embracing learning together' and our core Christian values are: perseverance, thankfulness, compassion, respect, forgiveness and community. We aim for all of our pupils to feel safe and happy and have the opportunity to learn, progress and fulfil their potential. This policy supports these aims as well as making explicit wider strategies which are available to ensure our pupils thrive and also:

- Have confidence in themselves
- Express a range of emotions appropriately
- Make and maintain positive relationships
- Cope with the stresses of everyday life
- Manage change and transition well
- Have high self esteem

## **Early identification**

At Powick we understand that our most vulnerable children, those with SEND, CLA, EAL and those from disadvantaged backgrounds are also those most at risk of developing mental health and wellbeing difficulties at any stage of their school life. Staff are aware of and take into consideration these pupil groups as well as a wider range of protective and risk factors when observing pupils and making assessments of mental health and wellbeing needs.

In order to ensure early identification of mental health and wellbeing needs, Powick has a range of measures for early identification of mental health and wellbeing difficulties.

All staff have had appropriate training on:

- Types of mental health and wellbeing needs
- Signs and symptoms that mental health and wellbeing difficulties may be present or developing
- Protective and risk factors associated with developing mental health and wellbeing difficulties

Staff are vigilant for signs and symptoms including:

- Nonverbal behaviour
- Isolation from family and friends
- Changes in behaviour or mood
- Changes in eating or sleeping habits
- Lowering academic progress
- Talking or joking around self-harm or harmful behaviours



- Expressing feelings of failure or loss of hope
- Poor attendance and lateness
- Avoidance of PE or playtimes
- Physical signs of harm
- Repeated physical pain or symptoms with no evident physical cause
- Non-compliance, disruptive or aggressive behaviour

Volunteers and other adults who work in school will be encouraged to share their observations and concerns and report any issues to a member of school staff who will report through normal school systems as appropriate.

Staff are aware that behaviours may mask mental health and wellbeing difficulties and therefore consider any changes in behaviour as part of contextual indicators of need.

The following systems enable staff to identify children as suffering or at risk of suffering mental health and wellbeing difficulties.

- Daily observations and discussions between staff working closely with a child
- Maintaining adult/pupil relationships to be trusting and consistent
- Reporting on CPOMS of any mental health and wellbeing concerns – the SMHL/DSI and DDSL is alerted to all reporting of this type
- Class 'Worry box' or 'Worry Monster' which is checked regularly by the class teacher
- Use of the 'Three Houses' or the 'Blob Tree' in discussions with pupils about their concerns
- Induction and transition meetings are opportunities to discuss mental health and wellbeing needs
- Parent/Teacher communication through Class Dojo and email and an open door policy to listening to parents worries and concerns
- Staff are trained in dealing with pupil disclosures through safeguarding training

## Early Support

Mental health and wellbeing difficulties, once identified, will be considered using a Levels of Need model.





## **Whole School Provision**

Powick PSHE and RSE curriculum is regularly monitored and reviewed to ensure it delivers a broad and balanced understanding of how to stay safe, healthy and resilient to life's many challenges. Our school statutory and non-statutory policies support the development of good mental health and wellbeing for all. The school environment promotes good mental health and strategies for dealing with anxiety and difficult situations.

## **Low Level Need**

Pupils identified as demonstrating a low level mental health or wellbeing difficulty will be tracked through reports on CPOMS. These children will be closely monitored by school staff and any concerns will be reported on CPOMS. Concerns may be raised with parents by the class teacher or SMHL as appropriate to the individual circumstances. Support will be put in place by the class teacher and other staff who work regularly with the child and may include:

- Daily check in's
- Playtime buddies
- Response to specific worries or concerns (eg lunchtime or playtime adjustments, changes to class seating plan)

The child will be monitored for either positive or negative changes to their mental health and wellbeing difficulties through staff observations and reporting and re assessed as appropriate.

## **Medium Level Need**

Pupils who have continued to exhibit the signs and symptoms of low level needs but are making no progress towards improved mental health and wellbeing and those who display a greater (or more significant) range of risk factors and signs and symptoms of mental health and wellbeing needs will be assessed using the 'Three Houses' or a Motional 'Snapshot' As a result of this assessment parents will be invited to meet with the SMHL, class teacher and SENDCo if appropriate and an individual care plan will be put in place to address the concerns within school. Advice on measures which can be put in place may be sought from other agencies. This could involve:



- Daily time with a TA proficient in Trauma Informed Practice and Emotion Coaching
- Weekly timetabled Motional sessions
- Small group work on social skills/managing emotions
- Adaptations to the school day (Buddy group at lunchtimes/Quiet or safe space)
- Regular meetings between class teacher and SMHL
- Regular meetings between parents and school

These measures will be monitored through the individual care plan and if in school measures are not having impact then working with external agencies will be considered.

### **High level Needs**

Higher level needs are those where additional external support is needed. The SMLH will meet with the SENDCo and class teacher and discuss the child's specific needs and the agencies which might be best placed to provide targeted support. Any referrals or agency involvement will be following discussions with parent's and must have parental consent.

The school will continue to work with the child and family using an individual care plan once a referral is made. School will ensure that any recommendations which need to be implemented in school are put in place. Referrals to other agencies could include:

- Early Help Family Support
- Educational Psychologist
- Child and Adolescent Mental Health Service (CAHMS)

Services identified in: *Mental Health and Wellbeing Resources for Teachers and Teaching Staff (DFE June 2021)* for example:

- General child mental health charities
- Child mental health charities which focus on a specific need.
- Play Therapist

### **Working with Parents and Carers**

Parent's and family play an integral role in promoting a child's mental health and wellbeing. As a result, we work closely with our families to ensure that they are well supported in this.

Parents are able to raise any concerns they may have with the class teacher through Class Dojo, at parent's evenings or through informal meetings at the start and end of the school day. Parents can also contact the SMHL through Class Dojo and by phone and face to face meetings can be arranged.

If a parents does reach out for support or report a concern they will be offered support which may include:



- Providing a forum for them to raise their concerns and discuss their observations of their child's behaviours and any signs and symptoms of mental health and wellbeing difficulties
- The development of an individual care plan to address their child's needs
- Monitoring of the impact of the actions put in place through: regular contact at arranged time intervals to discuss ongoing concerns, regular verbal reports on their child's behaviours in school these can be formal or informal but conversations will be recorded on CPOMS
- Signposting to services outside of school which may be able to offer support to the child or family

Parents will always be involved in discussions about any interventions which are put in place to support their child which reach a medium or high level of need. At a low level of need parents should be made aware of the child's difficulties and how this has been addressed in school through informal conversations, messages on class dojo or at parents evening meetings. All conversations with parents concerning mental health and wellbeing must be recorded on CPOMS including those where an individual care plan is put in place.

Parents will always be informed if their child is at risk of, or thought to be at risk of, danger or harm to self.

We will make every effort to ensure parents are accessing services outside of school which can offer support. Pupils are our primary concern, and in the rare event that parents are not accessing services we will seek further advice on how the family can be supported. We will also provide advice on how parents can seek advice for their own mental health needs.

### **Staff Development and wellbeing**

At Powick, we understand the important role which our staff have to play in protecting the mental health and wellbeing of our pupils. Staff are provided with regular training and development to enable them to support their pupils and make accurate assessments of need.

Staff are also supported with maintaining their personal mental health and wellbeing and this is given a priority in the ethos and management of the school. If a member of staff self identifies or exhibits signs and symptoms of struggling to manage mental health and wellbeing this will be dealt with sensitively by the senior management team and support or supervision will be given as appropriate. Staff are also signposted to further information from agencies and charities who are able to provide further advice and support on adult mental health and wellbeing.

### **Policy Review**



This policy is a live document and will be reviewed annually by the SMHL and approved by the Local Academy Board.

This policy will also be updated on an adhoc basis as practice in school develops. All changes will be shared with staff and the Local Academy Board.

This policy is next due for review in Nov 2022

## Appendices

### Appendix 1 Risk and Protective Factors

**Table 1: Risk and protective factors that are believed to be associated with mental health outcomes (1/2)**

	<b>Risk factors</b>	<b>Protective factors</b>
<b>In the child</b>	<ul style="list-style-type: none"> <li>• Genetic influences</li> <li>• Low IQ and learning disabilities</li> <li>• Specific development delay or neuro-diversity</li> <li>• Communication difficulties</li> <li>• Difficult temperament</li> <li>• Physical illness</li> <li>• Academic failure</li> <li>• Low self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Secure attachment experience</li> <li>• Outgoing temperament as an infant</li> <li>• Good communication skills, sociability</li> <li>• Being a planner and having a belief in control</li> <li>• Humour</li> <li>• A positive attitude</li> <li>• Experiences of success and achievement</li> <li>• Faith or spirituality</li> <li>• Capacity to reflect</li> </ul>
<b>In the family</b>	<ul style="list-style-type: none"> <li>• Overt parental conflict including domestic violence</li> <li>• Family breakdown (including where children are taken into care or adopted)</li> <li>• Inconsistent or unclear discipline</li> <li>• Hostile and rejecting relationships</li> <li>• Failure to adapt to a child's changing needs</li> <li>• Physical, sexual, emotional abuse, or neglect</li> <li>• Parental psychiatric illness</li> <li>• Parental criminality, alcoholism or personality disorder</li> <li>• Death and loss – including loss of friendship</li> </ul>	<ul style="list-style-type: none"> <li>• At least one good parent-child relationship (or one supportive adult)</li> <li>• Affection</li> <li>• Clear, consistent discipline</li> <li>• Support for education</li> <li>• Supportive long term relationship or the absence of severe discord</li> </ul>



**Table 1: Risk and protective factors that are believed to be associated with mental health outcomes (2/2)**

	<b>Risk factors</b>	<b>Protective factors</b>
<b>In the school</b>	<ul style="list-style-type: none"> <li>• Bullying including online (cyber)</li> <li>• Discrimination</li> <li>• Breakdown in or lack of positive friendships</li> <li>• Deviant peer influences</li> <li>• Peer pressure</li> <li>• Peer on peer abuse</li> <li>• Poor pupil to teacher/school staff relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Clear policies on behaviour and bullying</li> <li>• Staff behaviour policy (also known as code of conduct)</li> <li>• 'Open door' policy for children to raise problems</li> <li>• A whole-school approach to promoting good mental health</li> <li>• Good pupil to teacher/school staff relationships</li> <li>• Positive classroom management</li> <li>• A sense of belonging</li> <li>• Positive peer influences</li> <li>• Positive friendships</li> <li>• Effective safeguarding and Child Protection policies.</li> <li>• An effective early help process</li> <li>• Understand their role in and be part of effective multi-agency working</li> <li>• Appropriate procedures to ensure staff are confident to can raise concerns about policies and processes, and know they will be dealt with fairly and effectively</li> </ul>
<b>In the community</b>	<ul style="list-style-type: none"> <li>• Socio-economic disadvantage</li> <li>• Homelessness</li> <li>• Disaster, accidents, war or other overwhelming events</li> <li>• Discrimination</li> <li>• Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation</li> <li>• Other significant life events</li> </ul>	<ul style="list-style-type: none"> <li>• Wider supportive network</li> <li>• Good housing</li> <li>• High standard of living</li> <li>• High morale school with positive policies for behaviour, attitudes and anti-bullying</li> <li>• Opportunities for valued social roles</li> <li>• Range of sport/leisure activities</li> </ul>



## Appendix 2

### Screening Tools

#### The Three Houses - Example

<b>House of worries</b> (What we are worried about)	<b>House of good things</b> (What is working well)	<b>House of dreams</b> (What needs to happen)
<ul style="list-style-type: none"><li>• SATs</li><li>• Making friends in secondary school</li><li>• My grandma has been in hospital recently - I want her to get better</li><li>• Getting something wrong, especially in maths</li><li>• Not passing the 11+</li></ul>	<ul style="list-style-type: none"><li>• Spending time with family, going out for trips/cinema</li><li>• My dog</li></ul>	<ul style="list-style-type: none"><li>• Having a good day</li><li>• Passing the 11+</li><li>• Making my mum + dad happy by doing well at school</li></ul>

#### The Three Houses – Tool

<b>House of worries</b> (What we are worried about)	<b>House of good things</b> (What is working well)	<b>House of dreams</b> (What needs to happen)



## The Stirling Children's Wellbeing Scale

### *The Stirling Children's Wellbeing Scale*

Here are some statements or descriptions about how you might have been feeling or thinking about things over the past couple of weeks.

For each one please put a tick in the box which best describes your thoughts and feelings; there are not right or wrong answers.

	Statements	Never	Not much of the time	Some of the time	Quite a lot of the time	All of the time
1	I think good things will happen in my life	1	2	3	4	5
2	I have always told the truth	1	2	3	4	5
3	I've been able to make choices easily	1	2	3	4	5
4	I can find lots of fun things to do	1	2	3	4	5
5	I feel that I am good at some things	1	2	3	4	5
6	I think lots of people care about me	1	2	3	4	5
7	I like everyone I have met	1	2	3	4	5
8	I think there are many things I can be proud of	1	2	3	4	5
9	I've been feeling calm	1	2	3	4	5
10	I've been in a good mood	1	2	3	4	5
11	I enjoy what each new day brings	1	2	3	4	5
12	I've been getting on well with people	1	2	3	4	5
13	I always share my sweets	1	2	3	4	5
14	I've been cheerful about things	1	2	3	4	5
15	I've been feeling relaxed	1	2	3	4	5



## SCWBS Key

### Wellbeing Sub-components and Related Items

Wellbeing Sub-Component	Item	Related Item on the SCWBS
Positive Emotional State	9	I've been feeling calm
	14	I've been feeling cheerful about things
	15	I've been feeling relaxed
	10	I've been in a good mood
	12	I've been getting on well with people
	11	I enjoy what each new day brings
Positive Outlook	8	I think there are many things that I can be proud of.
	5	I feel that I am good at some things
	1	I think good things will happen in my life
	4	I can find lots of fun things to do
	6	I think lots of people care for me
	3	I've been able to make choices easily

Each item is scored 1 to 5.

The minimum for the scale is 12 and the maximum 60.

Currently the mean average score is 44 with 50% of all scores within the range of 39 and 48.

### Social Desirability Sub-Scale

	Item	Related Item on the SCWBS
	2	I have always told the truth
	7	I like everyone I have met
	13	I always share my sweets

Each Item is scored 1 to 5.

Overall scores of 3 or 14/15 on this sub-scale would indicate that the participant's wellbeing scores should be treated with caution.



## Appendix 3

### Further Resources

#### DFE Guidance for schools on mental health and wellbeing provision

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

#### PHE Guidance Promoting children and young people's mental health and wellbeing

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1020249/Promoting children and young people s mental health and wellbeing.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf)

#### Mental Health and wellbeing resources for teachers and teaching staff DFE

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/993669/Mental Health Resources for teachers and teaching staff June 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/993669/Mental_Health_Resources_for_teachers_and_teaching_staff_June_2021.pdf)

#### National Charities

<https://www.annafreud.org/>

<https://charliewaller.org/>

<https://www.mind.org.uk/>

<https://www.childline.org.uk/>

<https://www.nspcc.org.uk/>