Mental Health and Wellbeing Policy

'Together we unlock potential and learn for life'

This policy was approved by the Governing Body of Moor First School at their meeting on:

Chair of Governors

Print: …………………………….... **Sign:** …………………………………………

Co-Head Teachers:

Print: …………………………….... **Sign:** ……………………………………

Print: …………………………….... **Sign:** ……………………………………

Review Frequency: Annually (Charter Standard)
Next review: May 2023

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Prevalence of Mental Health and Emotional Wellbeing Issues (Source: Young Minds)

- One in six children aged five to 16 were identified as having a probable mental health problem in July 2021, a huge increase from one in nine in 2017. That's five children in every classroom
- The number of A&E attendances by young people aged 18 or under with a recorded diagnosis of a psychiatric condition more than tripled between 2010 and 2018-19
- 83% of young people with mental health needs agreed that the coronavirus pandemic had made their mental health worse
- In 2018-19, 24% of 17-year-olds reported having self-harmed in the previous year, and seven per cent reported having self-harmed with suicidal intent at some point in their lives. 16% reported high levels of psychological distress
- Suicide was the leading cause of death for males and females aged between five and 34 in 2019 (v).
- Nearly half of 17-19 year-olds with a diagnosable mental health disorder has self-harmed or attempted suicide at some point, rising to 52.7% for young women
- One-third of mental health problems in adulthood are directly connected to an adverse childhood experience.
- Adults who experienced four or more adversities in their childhood are four times more likely to have low levels of mental wellbeing and life satisfaction.

Defining mental health
We all have 'Mental Health'
Positive mental health is 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. (World Health Organization)
As teachers, we define positive mental wellbeing as children and young people's happiness, life satisfaction and positive functioning- " Children and young people feeling good, feeling that their life is going well, and feeling able to get on with their daily lives. "

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At Moor First School, we aim to influence pupil mental wellbeing through providing a supportive culture, ethos and environment that can serve as a buffer to difficult circumstances; teaching and learning that help pupils to build important life skills, through PSHE strategies such as learning to learn, habits of mind and the growth mind set; supporting the development of skills and character traits such as self-management, compassion and team work (e.g. as part of PSHE and character education); partnerships with parents/carers and the wider community). At our school, we aim to promote positive mental health for every member of our staff and all pupils. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, five children will be suffering from a diagnosable mental health issue. By developing mental health policies and procedures we can promote a safe and stable environment for students affected both directly, and indirectly by mental ill health. Mental health affects all aspects of life and behaviour.

Who is covered by this policy?
This policy applies to all pupils who attend, and all staff who work at Moor First School irrespective of role. This policy encourages the mental health and wellbeing for all staff and children.

Senior Mental Health Lead: Mrs Victoria Atherton
Mental Health Lead Governor: Mrs Susan Mayes

Context and Rationale
Mental Health and Wellbeing promotes school success and improvements by:
- Promoting positive mental and emotional wellbeing by providing information and support.
- Creating a shared understanding of all aspects of mental health.
- Enabling those with mental health related issues to self-disclose and seek support in a safe confidential manner.
- Offering guidance and strategies to support pupils and staff to be mentally healthy.
- Creating a culture to support and maintain positive mental health and wellbeing.

Safeguarding
Moor First School fully recognises the contribution it can make to protect children and support pupils in school and beyond. We are fully committed to safeguarding our pupils through prevention, protection and support. We are also committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and belief. Pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. It is our duty to protect children and young people against the messages of all violent extremism and to prevent terrorism. Any concerns should be referred to the Designated Safeguarding Lead (DSL) or DDSL who both have local contact details for PREVENT and Channel referrals.

Aims of the policy
The purpose of this policy is to have:

General

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- Resilient, happier and more motivated pupils and staff who get more out of life.

Teaching and Learning
- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn better
- Improved standards in all subjects, including literacy and numeracy
- Improved attainment
- More effective teaching
- Parents and carers who are more involved in school life and learning

Behaviour and Attendance
- Pupils with high self-esteem and confidence
- Pupils who have a say in what happens at school
- More engaged learners
- Good concentration, behaviour and attendance
- Positive peer relationships

Staff Confidence and Development
- High morale
- Staff with high wellbeing leading to lower absenteeism
- Stable, content and consistent workforce
- Positive and effective relationships with pupils

Policy statement

Moor First School is committed to the Education Wellbeing Charter Standard; promoting the mental health and emotional wellbeing of pupils, staff and families.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1034032/DfE_Education_Workforce_Welbeing_Charter_Nov21.pdf

We are at a stage where every single member of staff needs to take responsibility for being aware of pupils' mental health. People working in schools should have it in the back of their minds at all times that pupils and staff have a mental health. We all have a mental health as well as a physical health, and if we can acknowledge that simple fact this will help our pupils, staff and family members significantly.

As a school, we plan our approach to delivering effective mental health and wellbeing initiatives via' Anna Freud': *5 steps to Mental Health and Wellbeing Framework*
https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/

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1) **Leading Change**
   To lead change regarding mental health and wellbeing, our school will:

- Sensitively and thoroughly prepare for changes linked to the most recent evidence/legislation.
- Regularly review and collaboratively share mental health and wellbeing policies.
- Continually provide information for governors, staff, pupils and parents/carers regarding health and wellbeing.

2) **Promote Mental Health and Wellbeing (Prevention)**
   To promote mental health and emotional wellbeing, our school will:

- Embed the skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe through our PSHE curriculum.
- Ensure that the specific content of lessons is determined by the specific needs of the cohort we're teaching. There will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.
- Follow the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.
- Encourage and support the whole school community to be positive in its approach to mental health wellbeing.
- Promote knowledge and understanding of both internal and external support services.
- Provide guidance and support to all those connected with the organisation to help them develop confidence in their ability to manage mental health and emotional wellbeing.
- Provide appropriate training and information to staff on mental health and emotional wellbeing (Via MindEd, Schools in Mind, Staffordshire Mental Health Lead, Anna Freud links).

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- Have a named staff member who is the contact point at Moor First School and who are responsible for the coordination and delivery of the school's mental health and emotional wellbeing strategy. The named member will have completed the Senior Mental Health Lead Training.
- Seek to integrate mental health and emotional support across the curriculum.
- Continue to ensure that we meet our 2 hours of PE target and also offer wider opportunities for children to take part in 60 minutes of exercise a day.
- Encourage healthy eating.
- Take part in staff and pupil peer to peer support programmes.
- Ensure that all classes have worry monsters for pupils to raise concerns to a teacher.
- Hold regular staff meetings to ensure that staff have opportunities to raise concerns about pupils.
- Support pupils during transition to/from another class/school.
- Keep this policy under review and make changes when legislation and best practice requires.

3: Understanding Need

To promote mental health and emotional wellbeing, our school will address the needs and search for mechanisms to support children and staff. We will:

- Promote a culture which supports and encourages self-disclosure – open & supportive team.
- Recognise that staff have the responsibility to alert others to potential and actual indicators of mental health needs and to take this action whenever necessary.
- Co-operate with other organisations involved in the delivery of mental health and emotional support services – 'CAMHS', 'Younger Minds', GPs, School Nurse, Church, Staffordshire Mental Health Team, a number of voluntary organisations such as 'Education Support Partnership (08000 562561), Staffordshire County Council Staff Counselling Service (01785 277400),etc.
- Observe the principles of confidentiality and data protection in respect of mental health and emotional wellbeing.

Warning Signs

Pupils will complete wellbeing surveys at the beginning of the year and regular class wellbeing charts will be ongoing throughout the year. During this time, school staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with our schools' Senior Mental Health Lead.

Possible warning signs include:
- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour

- Skipping PE or getting changed secretively
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

The Moor First School Wellbeing Test:

This very simple test has been developed to aid staff in determining if a pupil may be in need of a wellbeing-style structured conversation. It is scored as follows: **Score Indicator**	0	1	2
Smiling	Looks 'glum'	Occasionally smiles	Smiles readily
Talking with peers	Sits alone and talks to no one	Will talk when prompted	Talks readily with peers
Appearance	'Scruffy'	Generally well-kempt	Cares about appearance
Talking with adults	Barely engages with adults	Will talk with adult when prompted	Talks readily with adults
Attendance and effort	A persistent absentee, frequently late. Little or no effort in lessons/activities	Attendance rate of 90% - 94%, sometimes late. Little/below average effort in lessons/activities NB: Attendance may be a reflection of parental need or something similar as our children are dependent of their parents.	Attendance 95% or better, rarely late. Good effort in lessons/activities

A pupil who scores a 7 or higher is considered to have good emotional wellbeing, while a score of 3 or lower may indicate the need for a structured conversation with our Wellbeing Lead.

4: Working Together

Signposting

Whilst the Senior Mental Health Lead may be able to deliver health and wellbeing intervention for the pupil (at school level), a referral may be requested with parental permission to the Staffordshire Moorlands Mental Health Support Team. They will assess the presenting dangers to the child and discuss whether they are able to offer a block of 1:1 or small group support.

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Assessment and referral

Provide guidance to Designated School Leads

Delivering evidence-based interventions

Mental Health Support Team

Train other practitioners in evidence-based interventions

Facilitating and suportiung self-help

Signpost to other services

If the presenting risks are too high (complex or severe), then other agencies may be required. Support for pupils includes: CAMHS (Children and Adolescent Mental Health Services,) 'Younger Minds', GPs and the school nurse. We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support. A range of wellbeing links for pupils, staff and families will be shared within our email signature sections and links will be available on the website.

5: <u>Supporting Staff</u>

The Governing Body's 'duty of care' towards employees; legislation and case law, require them to manage and safeguard the physical and psychological well-being of the school's employees.

To help meet these objectives the school has a range of linking policies:
- SEND Policy
- Discipline Policy
- PSHE/RSE policy
- Medical Needs Policy
- Safeguarding Policy – Peer on Peer abuse
- Anti-bullying Policy
- Physical education policy
- Attendance Policy
- Health and safety Policy
- Equal Opportunities policy.

It is vital that all staff are aware of these policies and the role all employees undertake to ensure we all work in healthy workplaces.

We need to have a clear understanding of the causes of absence in order to formulate strategies that address non-attendance (sickness absence). The main causes of absence can be viewed as four distinct areas:

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Health and lifestyle factor	Workplace factor	Attitudinal and stress factor	Domestic and relationship factor
Genuine illness Poor health Smoking Excessive use of alcohol Lack of exercise Body weight	Working patterns Health and safety concerns Travel times Excessive hours Safe place of work Relationships at work Peer on peer abuse Bullying	Job satisfaction Career satisfaction Intention to leave Organisational commitment stress Absence culture	Bereavement Divorce/separation Number of children under 16 Lack of flexible working arrangements Caring responsibilities Financial worries Attachment Disorder Child Trauma Abuse/neglect

The Governing Body will continue to promote and work towards performance improvement and efficiency; getting the very best from our staff; retaining and attracting the people who are best skilled and well-motivated.

Wellbeing in the workplace is relevant to all employees and everyone can contribute to improved wellbeing at work. Addressing workplace wellbeing can help strengthen the positive, protective factors of employment, reduce the risk factors for mental ill health and improve general health.
To fulfil this commitment the Governing Body and Senior Leadership Team will:

- Make health and wellbeing a core priority within each termly meeting and review the policy annually.

- Value the strategic importance and benefits of a healthy workplace.

- Will encourage a consistent, positive approach to all staff health and wellbeing.

- Make clear the link between employees' health and wellbeing and improved performance.

- Ensure all leaders at Moor First, including Senior Leaders and Governors, are committed to the health and wellbeing of staff and act as good role models.

- Make communication clear to ensure that staff have realistic expectations of what's possible, practical and affordable.

- Be aware that a return to work from sickness does not necessarily indicate that an employee's health and wellbeing has improved. Return to work interview takes into account that aggressive return to work procedures can encourage 'presenteeism' to the detriment of our school.

- Recruit staff who have the positive leadership traits associated with improved staff health and wellbeing. These traits include being open and approachable and encouraging new ideas.

- Ensure health and wellbeing policies are included in any induction, training and development programmes for new staff.

- Have a proactive and visible commitment to health and safety and its role in improving the health and wellbeing of staff, that is, view health and safety as part of the culture of a caring and supportive employer – not only a statutory requirement.

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- Create a supportive environment that enables employees to be proactive when and if possible to protect and enhance their own health and wellbeing

- Seek to identify potential circumstances that may affect the wellbeing of staff and conduct risk assessments;

- Increase awareness and understanding of how to promote wellbeing at work and the avoidance of absence;

- Ensure advice and guidance is available to leaders in dealing with wellbeing concerns of staff;

- Ensure that there is a culture where there is no expectation that staff communicate about work outside of normal working hours (except in an emergency, e.g. child protection issues);

- Ensure that all staff take part in a supportive performance management process;

- Conduct an annual (anonymous) staff survey in order to collate information from all staff groups, which will inform future strategies to support the health and wellbeing of staff;

- Where possible, staff are supported with their work/life balance and wellbeing outside the school. Examples of this could include providing staff with paid leave for both special events and celebrations, and time off to deal with family problems (see: Time Off for Compassionate Leave, Emergencies, Work Break and Public Duties Policy)

- All staff are encouraged to take a responsible approach to health and wellbeing issues, including adopting a robust self-management to their own health – performance management reviews.

Wellbeing Audit

The protection and fostering of staff wellbeing is increasingly embedded in our management methods and systems. A staff wellbeing audit and a workload audit will be carried out at least once a year, but we aim for once a term in order to set targets/measure progress as part of our Wellbeing Charter Standard.

The Senior Leadership Team will implement the following steps as a result of such feedback:

- Cut down meetings/ offer virtual meetings instead

- Reduce staff workload and prioritise sensible and achievable timescales in advance. Give additional time for teachers to assess and report to parents.

- Offer free flu jabs.

- Hold some evening training sessions to allow for additional flexi INSET Days

- Promote mindfulness or contemplative practices such as yoga, reiki, meditation, breathing exercises, stress reduction workshops.

- Offer school exercise classes, when possible.

- Provide ideas on how to raise a serious subject in a more accessible or fun way, e.g. Macmillan Coffee Morning, Jeans for Genes, Race for Life, World Mental Health Day.

- Empower staff through further training such as first aid, time-management, assertiveness, people-management, leadership development, self-esteem, decision-making, counselling.

- Signpost health events and occupational health support via teaching unions/Anna Freud.

- Say thank you on a personal level and give staff a voice in decision-making.

- Communicate change more sensitively.

- Limit the number of emails/work related communications via learning platforms sent beyond 5.30pm and before 8a.m.

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- Ensure that families do not over- use the private messaging facility via learning platforms during unsociable hours.

- Provide training opportunities to help with wellbeing and personal growth.

- Try to encourage staff members to meet up for social events and support their peer wellbeing buddy.