



## Holly Park School Well-Being Policy

### **Why mental health and well-being is important**

At Holly Park Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), 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. All children go through ups and downs during their school career and some face significant life events. 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 are valued.
- Children have a sense of belonging and feel safe.
- Children 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

### **Purpose of the policy**

This policy 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

- How we support children, families and staff

## **This policy links with the UN Rights of the Child**

### **Article 3**

The best interests of the child must be a top priority in all things that affect children.

### **Article 24**

Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

## **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/young people 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

## **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.
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.

We have a Pastoral Team which meets weekly and consists of:

- Deputy Head – The Lead Designated Teacher for Safeguarding, School Lead for the Barnet's Resilience Programme,
- Children's Co-Ordinator, SENCO, Safeguarding Team
- Learning Mentor – Mental health First Aider, Safeguarding Team, member of Resilience Programme
- Pupil Support Officer – attendance lead

All members of staff use class Log Files to record concerns about a child. These are confidential and are always locked in a secure place. The Pastoral Team monitors these, notices patterns and takes relevant action.

## **Links with external support services**

We recognise that many behaviours and emotional problems can be supported within the School environment. However some children will need more intensive support from qualified practitioners at times, and there are a range of mental health professionals and organisations that we work with to provide support to children with mental health needs and their families. They are:

- HEWS (Health & Emotional Support Service) – Tier 2 CAMHS
- CAMHS In Schools – Tier 2
- CAMHS – Tier 3
- Educational Psychologist
- Family Resilience Programme
- Child and Adolescent Psychotherapy and Counselling
- School nurse
- BYCAS

## **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

## **Staff Training**

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'. We have run Inset for all our staff on identifying mental health problems and understanding how children's attachments impact on their emotional wellbeing.

## **Supporting children' positive mental health**

We believe the school has a key role in promoting children's positive mental health and helping to prevent mental health problems. We have developed a range of strategies and approaches including:

- Weekly Circle Times so that children can discuss concerns, listen to one another and explore solutions
- Worry Box in every class
- Bubble Time and Happy / Sad faces where children can ask for help
- One to one sessions to talk with our Learning Mentor
- One to one sessions to talk with our Learning Mentor and school dog
- Reading sessions with a Therapy Dog
- Solution Focus work with our Learning Mentor
- Group sessions with our Learning Mentor
- Buckets in every class – filling buckets vs dipping buckets to promote positive relationships
- Feel Good Friday once a month
- Anti-Bullying Ambassadors
- Use of the Restorative Approach to listen to all children and solve issues
- School Council, Learning Council, Eco Council, Healthy Living Council, Junior Travel Ambassadors and Rights Respecting Champions to encourage pupil voice
- Rights Respecting School to raise awareness of showing respect, listening to each other and ensuring we are all safe
- Assemblies and lessons to raise awareness about mental health
- Mini Mentors and Play Leaders – children supporting one another at playtimes
- Wellbeing week – whole school focus on doing things which make us feel good
- Mindfulness sessions with Learning Mentor and in class
- Lessons about resilience

## **Supporting parents and carers**

We know that being a parent or carer is a challenging job and at times people need help. Our Learning Mentor is always available at the start of each day to talk with parents about any concerns they have. We run parenting classes and encourage parents to attend these.

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. We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common and that help and advice are available. 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 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.

### **Staff well-being**

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. We promote positive relationships and have a culture where talking openly is valued. Staff are listened to by the Leadership Team at all levels. Throughout the year, different events are held for staff such as socials, get togethers in the staff room at the end of each term, Secret Friend, Secret Santa, and Christmas Lunch. On their birthday, every member of staff can either arrive to school late in the morning or leave early at the end of the day. All staff have access to Qwell, an online and confidential counselling service. Staff also have access to Barnet's Counselling Service.

### **Monitoring**

This policy will be reviewed annually by the Staffing & Pupil Welfare Committee.

### **Document Control**

#### **Revision History**

<b>Version</b>	<b>Revision Date</b>	<b>Revised By</b>	<b>Revision</b>
I.0	Written October 2018	Maria Michael	Policy written as a draft
I.1	Spring 2019	S&PW	Reviewed & adopted
I.2	Spring 2020	S&PW	Reviewed & adopted
I.3	Spring 2021	S&PW	Reviewed & adopted

#### **Signed by**

	<b>Name</b>	<b>Signature</b>	<b>Date</b>
Headteacher	Ann Pelham		
Chair of Governors	Tim Graveney		

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### Distribution

Version	Shared with	Date
1.0	<ul style="list-style-type: none"> <li>• Staff via school server</li> <li>• Parents via Website</li> <li>• Governors via meetings</li> </ul>	

### Review

Date for next review
Spring term 2022