



'ALIS VOLAT PROPRIIS'

SEATON HOUSE SCHOOL

Mental Health & Wellbeing Policy

Date Reviewed: November 2022

Next Review Date: November
2023

Reviewed by: SMHL, Head and
SLT

POLICY

This policy applies to the whole school including the Early Years Foundations Stage and are relevant to all staff and volunteers within the School.

Introduction

This policy was written in line with the recommendations of the following Government guidance:

- Mental Health and Behaviour in Schools (2018) DfE
- Promoting Children and Young People's Mental Health and Wellbeing. (2021) PHE

This policy has been shared with staff, pupils, parents and Governors.

This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE, Relationship, Sex and Health Education and SMSC policies. It should also sit alongside child protection procedures.

Vision Statement

Our vision at Seaton House School is to provide a positive, nurturing environment, which supports the wellbeing of all pupils. We recognise that mental health and wellbeing are a continuum and supporting wellbeing is the responsibility of all staff.

At Seaton House 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 face challenges during their school career and some face significant life events. We have a role to ensure that children learn about what they can do to maintain positive mental health, supporting the development of resilience, understand 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.

Why mental health and wellbeing is important

At Seaton House 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.

We aim to develop protective factors by being a community in which all:

- are respected
- have a sense of belonging and feel safe
- are able to talk openly with trusted adults
- see good mental health as something to be valued and nurtured

We want all members of our community 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 challenges of everyday life

- manage times of stress and deal with change
- thrive and achieve

We aim to achieve this through:

- providing a positive and supportive environment
- our PHSE and RSE curriculum
- awareness raising (wellbeing assemblies, tips for good mental health)
- listening to our students
- gaining insights via student voice
- working in partnership with parents/carers where there are concerns about mental health
- signposting sources of external help and advice
- making referrals and working with external agencies to provide additional support to those who need it
- recognising the importance of staff mental health and wellbeing.
- modelling healthy attitudes and habits

Types of Mental Health Needs Mental Health and Behaviour in School

- Anxiety (including panic attacks, phobias and Obsessive Compulsive Disorder OCD)
- Depression
- Eating Disorders
- Substance Misuse
- Self Harm

DfE March 2016 <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2> Annex C includes definitions, signs and symptoms and suggested interventions.

Developing a whole school approach to mental health and wellbeing

Mental Health and Wellbeing is the responsibility of all staff. As a school we regularly review our provision, consult all stakeholders and update our strategic action plan. The strategic plan uses Public Health England's 8 point model.



Eight principles to promoting a whole school approach to mental health and wellbeing. Promoting Children and Young People's Mental Health and Wellbeing (2021) PHE

Supporting positive mental health and wellbeing

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships (link to Relationship, Sex and Health Education policy)
- Promote self-esteem and ensure children know that they are valued.

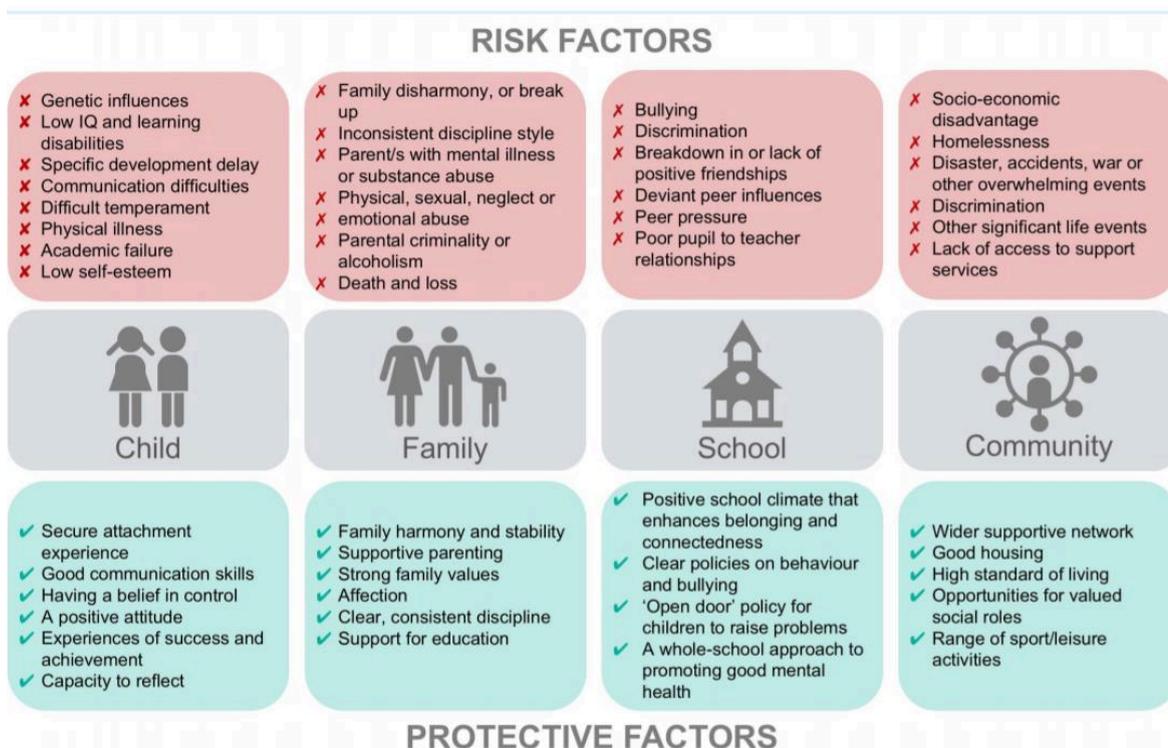
- Provide opportunities for pupils share ideas and be involved in the development of our wellbeing policy and provision. For example: wellbeing champions across the school and playground buddies
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting 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.
- Access to appropriate support that meets their needs.

Risk factors and Protective factors.

Risk and protective factors for CYP's mental health



Risks can relate to factors within ourselves, our families, our community or life events. Risk factors can impact on the wellbeing of a pupil and/or family such as: bullying, discrimination and peer pressure. Other significant events such as bereavement, family break up, tragic accidents and financial concerns can also impinge on the wellbeing of a family and consequently a child.

We maintain good communication with families to ensure we are updated regarding changes in family circumstances and we will put in place support where needed.

Risk factors can also affect our staff. We will recognise that at certain points in the year, things can be more challenging. We will aim to provide support at these times and ensure that staff have a voice to share their concerns or request help.

Protective factors

We recognize the importance of protective factors to support pupil wellbeing and incorporate these within our school curriculum.

For example: secure attachments, understanding of emotions, positive relationships, physical exercise and keeping healthy. Awareness of these factors forms an important part of our staff and pupil wellbeing training.

Staff mental Health and wellbeing

We recognise that there is a direct correlation between the wellbeing of our staff and the wellbeing of our pupils, and that the culture and ethos of a school are determined by the extent to which staff work towards a shared vision. We believe that it is essential that all staff feel part of a valued team, have the opportunity to express their views and are supported to manage their workload within a culture that supports a healthy work-life balance. The school are committed to supporting the mental health and wellbeing of all staff and have signed the DFE Education Staff Wellbeing charter. Staff wellbeing is supported in a variety of ways including:

- Provision of adequate PPA time
- Regular review of work life balance and monitoring of staff work load.
- Annual staff wellbeing questionnaires.
- Annual appraisal system includes discussions around wellbeing.
- Staff wellbeing events throughout the year.
- An open door policy for staff to talk to SLT about concerns.
- A school ethos, which encourages staff to discuss mental health and wellbeing.
- AXA health care provision with confidential, professional support for all staff.

Responsibilities and roles

Whilst all staff have a responsibility to promote and protect the emotional wellbeing and mental health of our school community, staff with a specific responsibility, include:

| | |
|--|--|
| Mr Carl Bates | Headteacher Designated Safeguard Lead |
| Mrs Sarah McGreevy | Deputy Head Senior Mental Health Lead Deputy Designated Safeguard Lead Staff Wellbeing Lead |
| Mrs. Michelle Smith | Deputy Designated Safeguarding |
| Ms Sabeena Syed | Social Culture and Diversity Lead |
| Mrs Barbara Grant | Governor Leading on Safeguarding |
| Mrs Hannah Simpson | PSHE Lead |
| Mrs Lisa Smith | Special Educational Needs Co-ordinator |
| Mrs Lisa Smith | Pastoral Lead and Pupil Voice |
| Mrs Judith Evans | Wellbeing Governor |
| Mrs Lesley Anne Hill Mrs Becky Ansell Mrs Lisa Smith | ELSA staff |

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupil's to keep themselves mentally healthy and safe are included as part of our developmental PSHE and RSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort. We teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Early Warning Signs

Staff are aware of the warning signs that might indicate that someone is experiencing emotional wellbeing or mental health difficulties. These may include:

- Becoming socially withdrawn – isolating themselves from friends and family
- Changes in activity or mood
- Changes in eating/sleeping habits
- Falling academic achievement
- Talking/joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Secretive behaviour
- An increase in lateness or absenteeism
- Reluctance to participate in PE lessons or to get changed
- Physical signs of harm that are repeated or appear to be non-accidental
- Repeated physical pain or nausea with no evident cause

Support

We have clear procedures to support ensure early identification, reporting and support. For example

1. Concerns or comments are logged on SIMs or My Concerns
2. Weekly review of wellbeing at staff meeting
3. Termly Key Stage meetings
4. Termly Pupil Progress meetings
5. Emotional Literacy questionnaires twice a year. Information is analysed and used to inform PSHE, assemblies and identify pupils needing support
6. Conversations with pupils.
7. ELSA email for parents
8. ELSA communication box
9. Worry boxes

The school offers graduated system of support.

| Level of support | Examples |
|------------------|---|
| Universal | School ethos Class teach and TA support Workshops and school events Clubs PSHE and RSHE Wellbeing Days |

| | |
|------------------|---|
| | Sharing information and support with parents, pupils and staff Staff training Assemblies School newsletter and website ELSA drop in sessions Worry boxes Wellbeing Champions: ensuring the pupils across the school have an input into the policy and provision for wellbeing Playground Buddies |
| Targeted | ELSA support Information and support networks for parents and carers. |
| External support | Referral to external support Information and support for parents and carers |

Working with Parents

In order to support parents, we ensure we provide:

- Open door policy
- Email contact with Form teachers to share concerns
- Parents evenings twice per year
- Information evenings in September for each year group
- Annual parental questionnaires to help us build on what we do best and identify areas for improvement
- Parent wellbeing questionnaire
- Prize giving evening- celebration of success at all key stages
- Regular events for parents at school
- Parent newsletter. This includes a weekly Wellbeing Corner.
- ELSA email to share concerns and request support

Signposting

We will take opportunities to signpost pupils, staff and parents to appropriate support through a variety of means:

- The school website
- Letters home
- A dedicated 'Wellbeing for Schools' section on our school website
- As part of the teaching and learning process through assemblies, workshops and dedicated lessons
- Social Media outlets
- Regular wellbeing information shared via email, google classroom and information boards
- Parents wellbeing boards

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. This might include:

- Health visitors
- Educational psychology services
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- Therapists

Training

Staff will 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. National College courses are identified for all teaching staff to complete annually.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Staff will also be signposted to websites such as [MindEd Hub: MindEd Hub](#) , [Anna Freud Centre: Anna Freud National Centre for Children and Families](#)

Monitoring

To ensure this policy meets the needs of our school community and is embedded in practice it will be reviewed annually, this will include consultation with staff, parents and pupils. This policy will also be reviewed annually at the Governors safeguarding meeting.

REVIEW

This policy will be reviewed every year.

Reviewed November 2023

Sarah McGreevy

Senior Mental Health Lead

Carl Bates

Headteacher

Judith Evans

Chair of Governors