



Queens C of E Academy
Diocese of Coventry MAT

Mental Health and Wellbeing Policy

January 2022

Ratified by full Governors: 7th February 2022

Paul W. Allcock

Chair of Governors

To be reviewed: January 2024

Mental Health and Well-being policy

Statement

In keeping with our school's Christian Vision 'Love in Action' (Romans 12) at Queens we are committed to supporting the positive mental health and wellbeing of our whole school community – children, staff, parents and carers. We recognise that mental health and emotional wellbeing is just as important to our lives as our physical health; the two needs are closely related and one often has an impact on the other.

At Queens we believe that we need to ensure that a human's basic needs are being met before we can fully support a person's mental health. We endeavour to ensure that children and adults are able to manage times of change and stress – physically, mentally and emotionally. We aim to ensure that they are supported to reach their potential, this could be by using a range of coping strategies or having access to help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive physical and mental health and what affects these things. We aim to help both children and adults know how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Teaching about mental health

At Queens we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful; to work in a pro-active way to avoid problems arising. We do this by:

- Creating and applying our Christian Cultures, policies and behaviours that support mental health and resilience, and which everyone understands.
- Helping children to develop social relationships, support each other and seek help when they need it.
- Promoting self-esteem and ensuring children understand that they are worthy and that they know their importance in the world.
- Helping children to be resilient learners and to manage setbacks.
- Teaching children social and emotional skills and ensuring that they have an awareness of mental health.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience and to help them spot signs when themselves or someone else might need some support for mental health and/or well-being.
- Developing an open culture where it's normal to talk about mental health.

- The teaching of PSHE through the Jigsaw scheme and 'Protective behaviours' for all year groups.
- For the staff and the wider community – there will be signposting for help and support in communal areas.

We promote a mentally healthy environment through:

- Promoting our Christian Vision and Cultures, what that specifically mean, and how they can be implemented in our everyday lives.
- Encouraging a sense of belonging to our school and the wider community.
- Promoting pupil voice and opportunities to participate in decision-making, for example: House Captains and the Visionaries.
- Celebrating academic and non-academic achievements in our Celebration assemblies.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities to reflect – class worship, whole school worship, RE lessons, as well as other opportunities arising through-out the day.
- Enabling access to appropriate support.
- The promotion of a healthy mind and good well-being through whole school events – Children's Mental Health week, Anti-Bullying week, Red Nose Day, Children in Need.

Small group activities

- Nurture based groups, following a bespoke SEMH curriculum, focussing on mental health, resilience and wellbeing. Some of this support will follow the Thrive learning approach delivered by specialist Thrive Practitioners.
- Playtime and Lunchtime clubs facilitating social skills.
- Specialised support given to specific children by our SEND Teaching Assistants in line with their provision plans and/or Educational Health Care Plans.
- After-school clubs to promote and encourage wellbeing hosted by our Sports Coach and a plethora of staff.

Staff roles and responsibilities, including those with specific responsibility

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote this in and out of their classrooms.

Supporting and promoting mental health and wellbeing of staff is an essential component of a healthy school. At Queens we promote opportunities to maintain a healthy work life balance, this is encouraged by management who aim to provide a good example of this.

Staff are supported pastorally and have access to enriched opportunities. Queens have a designated wellbeing team that meet on a termly basis to discuss possible upcoming events that can promote improved wellbeing amongst all staff members. Staff also have access to external support systems – Health Assured which supports their mental health and wellbeing, should they need it. Senior Leaders also positively promote an ‘Open Door Policy’ encouraging staff to confidently and comfortably talk about any concerns or anxieties.

We believe that all staff have a responsibility to promote positive mental health and to understand the protective and risk factors for mental health. Some children will require additional help; all staff should have the skills to identify warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need. Key staff supporting Mental Health at Queens Academy are:

Head teacher – Hannah Carvell (Accredited Mental Health First Aider/ attended Senior Mental Health Leader course/ Mental health Lead)

Learning Mentor – Julie Richter

Family Support Worker – Breanne Richter

SENDCO – Kerry Mclean

Staff Wellbeing Team – Bethan Wright, Bethany Bradshaw, Hannah Brown, Anna Hutchings, Linda White, Breanne Richter

Our Mental Health Team:

- Lead and works with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Provides advice and support to staff and organises training and updates.
- Are the first point of contact with mental health services and makes individual referrals to them.

Early identification

We aim to identify children with mental health needs as early as possible to prevent things from getting worse, we do this in different ways including:

Changes in normal behaviour/ patterns may indicate warning signs indicating that a pupil is experiencing mental health or emotional wellbeing issues.

Teaching and support staff are responsible for reporting concerns about individual children to designated adults within the school.

Possible warning signs include

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns - changes in activity and mood/ becoming socially withdrawn
- Family circumstance
- Recent bereavement
- Health indicators
- Changes in eating/sleeping habits
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope

Assessment, interventions and support

All concerns are reported to the designated adults within school. Regular meetings are held to discuss any concerns raised, with our Headteacher, Learning Mentor, Family Support Worker and SENDCO. This ensures we get a clear indicator of all aspects and possible outside factors which could be contributing to any mental health or wellbeing issues.

Any needs are assessed through a triage approach to ensure the child and/or adult gets the support they need, either from within the school or from an external specialist service, as quickly as possible. This is also the case when children and/or families experience particular trauma.

Working with parents and carers

Parents or carers can approach their child/children's class teacher if they have mental health concerns. Any information will be passed onto the Mental Health Lead/SLT for assessment.

To support parents and carers we will:

- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and Mental Health Policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE.
- Signpost services which offer help and support.
- Offer Wellbeing Workshops led by a Mental Health Specialist.

When a concern has been raised

Queen's SLT, including the Mental Health Lead, Learning Mentor, Family Support Worker and SENDCO will:

- Contact parents to discuss the outcome of any assessment (Although there may be cases where parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information.
- Create a chronology of actions and events.
- Discuss how parents can support their child through strategies or signposts to parenting support groups.
- Work on a potential mental health care and protection plan where appropriate including clear next steps.

Working with specialist services

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing. Your child may be referred to one of the following services for additional support.

- CAMHS
- Early Mental Health Practitioners
- School Nursing Service
- Children's Services
- Family support workers
- Educational psychology services
- Counselling services
- Early Help

Monitoring, Evaluation and Review

The Mental Health and Wellbeing policy is on the school website and hard copies are available on request.

The policy will be reviewed every two years by the Academy Governor Committee.