

**Dean Field School**  
**Positive Mental Health and Wellbeing Policy for Pupils**



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## 1. Introduction

*Mental health is defined as 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. (WHO – 2014)*

- 1.1 At the Family of Learning Trust, we believe that every child should be supported and encouraged so that they develop the academic and personal skills that they need in order to reach their full potential.
- 1.2 Children are encouraged to be both academically and physically minded, but also to have the self-awareness and metacognitive ability needed to self-regulate and take ownership over their own learning journey and wellbeing.

## 2. Policy and Scope

- 2.1 This policy provides guidance on how issues relating to pupil mental health and wellbeing will be managed within the academy by teachers, support staff and the senior leadership team.
- 2.2 This policy aims to:
  - Support the mental health and wellbeing of all pupils to avoid negative impacts on their mental and physical health
  - Provide a supportive environment for all pupils to learn and be safe
  - Acknowledge the needs of all pupils, and how these change over time
  - Help pupils with any specific wellbeing issues they experience
  - Ensure that pupils understand their role in working towards the above aim
- 2.3 We have ensured that mental health and wellbeing is intertwined through our curriculum, assemblies and themed days to ensure children understand the importance of being able to talk about their feelings and understand that it's ok to feel lots of different emotions at certain times in their lives.
- 2.4 We have developed a Pupil Wellbeing Council which forms part of the Rights Respecting School Council. It consists of one pupil from each year group who acts as a 'pupil voice' for their year group. The council meets on a half termly basis to discuss any concerns in their year group; different ways to promote mental health and well-being and to keep up to date with relevant information and policies.
- 2.5 The mental health council also help with organising whole school celebrations such as World Mental Health Days and Children's Mental Health Weeks allowing them to grow in confidence and to develop their leadership skills. They are involved in decision making processes in our school and with whole school events

## 3. National Curriculum

- 3.1 Our children are supported in their mental health and emotional wellbeing by our strong PSHE curriculum. At the Family of Learning Trust, we use Jigsaw PSHE and Real PE which provides a whole-school approach to teaching pupils about the Personal, Social, and Health Education as well as developing their emotional literacy, social skills and spiritual development.

- 3.2 Each year group teaches PSHE (Jigsaw) one lesson per week which prepares children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.
- 3.3 Within the Family of Learning Trust, we promote a healthy learning environment and we provide our children with extra learning opportunities alongside our PSHE scheme of work (Jigsaw). These include circle time, play, nurture groups, differentiated learning activities and individual timetables.
- 3.4 We will 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.
- 3.5 A huge focus of ours is to help to develop children's resilience levels through the curriculum. We focus upon our school values: honesty, tolerance, respect, determination, perseverance, appreciation, friendship and kindness. In each term we have specific assemblies that focus on each of these values and we set termly tasks for children to complete both at home and in the classroom. We also celebrate children displaying values regularly.

#### **4. Mental health in school**

- 4.1 All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody. Everyone experiences life challenges that can make us vulnerable.
- 4.2 At times, anyone may need additional support to maintain or develop good mental health. Nationwide statistics show that 1 in 10 children and young people aged 1 – 15 years have a clinically recognisable mental disorder in any one year. The mental health of children and young people will impact on all areas of development, learning, achievement and experiences.
- 4.3 All stakeholders in the Family of Learning Trust have an active role in supporting children and young people's mental health. All members of staff have had up-to-date safeguarding training to ensure all pupils are safe. Staff are trained to spot any initial signs of children not coping.

#### **5. Supporting positive mental health**

- 5.1 An environment that supports mental health is a place where children and young people:
  - Have opportunities to participate in activities that encourage belonging
  - Have opportunities to participate in decision making
  - Have opportunities to celebrate academic and non-academic achievements
  - Have their unique talents and abilities identified and developed
  - Have opportunities to develop a sense of worth through taking responsibility for themselves and others
  - Have opportunities to reflect
  - Have access to appropriate support that meets their needs
  - Have a right to be in an environment that is safe, clean, attractive and well cared for
  - Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times

- 5.2 The Open Minds Partnership (recently known as Calderdale and Mental Health Services (CAMHS) recognises these needs and rights. It is committed to raising awareness, increasing understanding and ensuring that all schools can and do make a difference by providing a place where all children and young people feel safe, secure and able to achieve and experience success and well-being. This is a service that the school uses for more serious referrals.
- 5.3 Children in the Family of Learning Trust take part in the Daily Mile, regular playtimes, sports and activities, physical education lessons, arts and crafts, music and trips and visits to support positive mental health.
- 5.4 The Family of Learning Trust have trained Mental Health First Aiders that can identify and support poor mental health. Teachers can then complete the necessary paper work so support can be given

## 6. Talking about mental health

- 6.1 The Family of Learning Trust positively encourage children to talk about their worries and problems. This is either in daily assemblies, during PSHE lessons or small group activities.
- 6.2 Talking about your feelings is extremely important. Each class has a worry box that children are encouraged to write down anything that may worry them and each day a member of staff from that class will deal with it accordingly.
- 6.3 There are a range of people that children can talk to if they have a worry or a concern. These include:
- Mrs Pether (Head Teacher)
  - Designated Safeguarding Leads (DSL)
    - Mrs Stansfield (DSL)
    - Mrs Pether (DSL)
    - Miss Fudge (Deputy Designated Safeguarding Lead)
  - Class teachers
  - Teaching Assistant or support staff
  - Lunch time staff

## 7. Types of mental health disorders

- 7.1 There are lots of different mental health disorders that affect young people and below shows the most common with their definitions:
- a) **Anxiety** is a feeling of unease, such as worry or fear, that can be mild or severe. Everyone feels anxiety at some point, but some people find it hard to control their worries and can often affect their daily lives.
  - b) **Eating disorders** can be associated with low self-esteem, depression or self-harm.
  - c) **Anorexia nervosa** is an eating disorder and a serious mental health condition. People with anorexia have problems eating as they are very anxious about their weight and keep it as low as possible by strictly controlling and limiting what they eat.
  - d) **Binge Eating** is an eating disorder where a person feels compelled to overeat on a regular basis through regular binges. People who binge eat consume large quantities of food over a short time, even when they're not hungry. This can lead to sudden weight gain.
  - e) **Bulimia Nervosa** is an eating disorder where people try to control their weight by severely restricting the amount of food they eat, then binge eating and purging the food from their bodies by making themselves vomit or using laxatives.

- f) **Attention deficit hyperactivity disorder (ADHD)** is a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness. Symptoms of ADHD tend to be noticed at an early age and may become more noticeable when a child's circumstances change, such as when they start school. Most cases are diagnosed when children are 6-12 years old. People with ADHD may also have additional problems, such as sleep and anxiety disorders.
- g) **Depression** Everyone has spells of feeling down, but depression is more than just spending a few days feeling sad and unhappy. Depression can make you feel persistently sad and down for weeks or months at a time. Studies show that around 4% of children in the UK between the ages of 5 and 16 are depressed or anxious.
- h) **Self-harm** is when somebody intentionally damages or injures their body. It is a way of expression deep emotional feelings such as low self-esteem, or a way of coping with traumatic events, such as the death of a loved one.

## **8. Safeguarding and referral procedures**

- 8.1 Where an issue with a child's mental health has been identified, adults in school are all aware of the safeguarding procedures to support them. Adults should record their observations using a pink form and then pass it onto the schools DSLs where it will be recorded via CPOMS and passed onto to the appropriate member of staff.
- 8.2 A professional conversation may then take place to decide upon what the best course of action is for that child, which could include: Learning Mentor referral, targeted circle time, a tailoring PSHE lessons, friendship groups or in more serious cases a referral to an external agency such as CAMHS, or a referral to the child's GP or in most serious cases a visit to A&E.

## **9. Online Safety and relationships**

- 9.1 Social media platforms are a huge part of today's society and children are becoming more exposed to the dangers that they can present. In school, we constantly educate our children around online safety during both computing lessons and as part of relationships in the PHSE lessons.
- 9.2 Messaging apps and other platforms are not age appropriate for children in our school, but in Upper School these are starting to affect children's emotional wellbeing. Therefore, teachers will monitor if any of their pupil's behaviour, or emotional wellbeing changes and follow the referral policy to a Learning Mentor for support.
- 9.3 The Family of Learning Trust deliver a comprehensive PSHE programme in school to the children which helps them to learn about a range of issues within our society including how to be physically and mentally well through looking at healthy eating, exercise, and aspects of self-care.
- 9.4 We understand that there is an important link between physical and mental wellbeing, which is why we focus upon these sections. Our PSHE programme is also linked to our Physical Education (PE) programme which has a huge focus on relationships and supporting each other.

## **10. Parents/parental engagement**

- 10.1 The Family of Learning Trust understand the important role that parents play in helping to support their child's mental health and wellbeing. We positively encourage communication

using Seesaw and face to face chats with parents to discuss any issues that may arise in class.

- 10.2 We positively promote mental health in school by inviting parents in for workshops, assemblies and themed days. This helps to reduce any stigma around mental health. As a school we understand the importance of educating parents and we have display boards around the school with information, leaflets and resources if they seek further information. In addition, information is sent out in weekly newsletters which are available to access online.

## 11. Useful links and websites

- 11.1 Below are a range of websites and support that is available to support children and young people's mental health:

**Childline:** A place a child or young person can talk to someone about something they are worried about. They can do this online or over the phone. 08001111 [www.childline.org.uk](http://www.childline.org.uk)

**Calderdale Open Minds Website:** A website that offers support and advice for young people, families and teachers. It has a wide range of information, videos, apps and resources. It will help you with questions about emotional health, and it provides guidance about where you can find support. <http://www.openmindscalderdale.org.uk/>

**NSPCC:** This charity works against child abuse – a helpline is available for parents or other adults concerned about a child (08088025544)

**The Samaritans:** a confidential helpline which offers support and advice to those in emotional distress (116 123) <https://www.samaritans.org/how-we-can-help/contact-samaritan/>

**Kooth:** is a free, safe anonymous online counselling and support service for children and young people. It has lots of resources, forums and peer support. [www.kooth.com](http://www.kooth.com)

**Young Minds:** a charity that supports both parents and children. Parents can call 0808 802 5544 if they want advice or support about a child <https://youngminds.org.uk/resources/tools-and-toolkits/>

**The Youth Wellbeing Directory:** online resource for families and young people up to the age of 24 listing local mental health services in their area. <https://www.annafreud.org/on-my-mind/youth-wellbeing/>

**Go Noodle:** a website that has lots of wellbeing and meditation games to support with stress and anxiety. <https://app.gonoodle.com/login>

**Time out:** offers the opportunity to 'find your thing'. Get some simple guidance around emotional wellbeing, managing worries and looking after yourself. (ages 10-11) <http://www.timeoutcalderdale.co.uk/>

**ChatHealth:** ChatHealth offers a confidential and secure text messaging service to discuss physical health and emotional wellbeing. <https://www.annafreud.org/on-my-mind/youth-wellbeing/>

**Calderdale Young Carers:** offers services for advice and support on being a young carer <https://www.calderdale.gov.uk/yccs>

## 12. Apps:

**Healthy Minds:** problem-solving tool aimed at students

**Mindshift:** specifically, for young people to help them manage their anxiety. There are lots of tools, techniques and advice

**SAM (Self-Help for Anxiety Management)** help with anxiety management which includes interactive games and tools, and an anxiety tracker

**Stop, Breathe and Think:** guide to meditation which recommends certain meditations based on how you're feeling