



Mental Health and Well Being Policy (MHWB)

Core Values

Readiness

Resilience

Respect

School Values

Independence

Ambition

Compassion

Co-operation

Initiative

Enjoyment

Responsibility

Confidence

Celebration

Kindness

Honesty

Individuality

**Approved: Summer 2024
Review: Summer 2027**

Introduction

Our Vision and Values

Kender is a culturally rich and fully inclusive community school committed to providing high standards of learning for all children in an inspirational, stimulating and supportive environment.

Each child's self-esteem is fostered by positive relationships with peers and staff, allowing children to develop their full potential academically, socially and physically. We strive to have our parents, teachers and community members actively involved in our children's learning, developing successful citizens for the future

Our strategic aims and objectives

In this policy we will outline how we:

- Promote positive mental health for all children, staff and parents.
- Train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems.
- Will act on information and provide appropriate support for staff, children and parents.
- Provide support for parents, staff and children with mental health issues.
- Provide support to staff working with young people with mental health issues.
- Provide support to students suffering mental ill health and their peers and their parents/carers.

Our practice

In the following sections we will outline how we nurture positive MHWB for the Kender community.

Children

We offer a fully inclusive, creative, holistic curriculum. On top of this we offered a range of provision to promote children's MHWB

- Arts/Creativity/Self-expression
- OPAL – play
- Forest school
- Outstanding EYFS
- PE provision and involvement in sports clubs and sporting events.
- Enrichment
- Communication and language interventions
- School play therapist
- Outreach support
- Support from outside agencies speech therapists, occupational therapists, and educational psychologist
- CPD for staff on how to support children with mental health
- Values based curriculum and weekly assemblies
- Growth Mind-set
- Positive behaviour strategies – 'When the adult changes everything changes'
- Transition program for secondary school
- Transition for EYFS to year one
- Weekly circle time
- Recognition boards in all classes
- Wellbeing events
- Zones of regulation in all classes

How the children are involved in promoting MHWB

- Children plan and run assemblies on some of the important issues to them
- Peer mediation and Peer mentoring – children working together to solve problems and sessions where adults mentor children
- Every year we train up a group of children as our Play Champions who lead on whole school campaigns on health and wellbeing.
- We seek pupil's views about our approach, curriculum and in promoting whole school mental health activities.

We always seek feedback from children who have had support to help improve that support and the services they access.

Staff

The demands and challenges of working with young people should never be underestimated. We acknowledge the importance of looking after staff and ensure that they are mentally well so that they can effectively teach our children and young people. We therefore provide:

- On site therapist
- Training and CPD for managing stress and workload
- Reduce workload where possible
- Provide social events
- Offer mindfulness and yoga classes to relieve staff stress
- Remind staff to take leave before the school closes and to take regular early nights
- Time for planning
- Time to work on other curriculum responsibilities
- Time at the end of the term to work on classroom
- Acknowledge successes and celebrate them (we do this already as and when)
- Staff mental health leaflet and information
- Supportive ECT programme and regular mentor meetings
- Mentorship for new leaders within the school
- Coaching available within phases with assigned mentors
- Comprehensive support programme for Teacher Apprenticeships

We want all staff to feel 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.

Parents

We understand the vital role that parents play in their child's mental health and well-being. We aim to provide:

- Training about mental health: what it is and how we perceive it
- Information of support networks and groups that parents can access
- Well being and health week to include parental involvement
- a range of activities such as workshops on protective and risk factors, craft clubs, computer skills club, and English as an additional language classes
- information and websites on mental health issues and local wellbeing and parenting programmes and have produced leaflets for parents on mental health and resilience, which can be accessed on the school website. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves.
- Information on mental health topics that are taught in the PSHE curriculum section on the school website
- all parents and carers are given our mental health and resilience leaflet that includes information on how parents can support their child's mental health and where to go for help and support when children start school

- access to school therapist for support with well being
- Fortnightly meetings for parents with the MHWB Hub staff
- Parents can attend weekly yoga classes with staff
- Parents are signposted to external services

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, that the school has experience of working with similar issues and that help and advice are available.

When a concern has been raised, the school will:

- Contact parents and carers and meet with them (In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.)
- Offer information to take away and places to seek further information
- Be available for follow up calls.
- Make a record of the meeting.
- Agree a mental health Individual Care Plan including clear next steps.
- Discuss how the parents and carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.

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 give children the option of informing their parents and carers about their mental health needs for themselves or of accompanying and supporting them to do so.

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.

Teaching about MHWB

The school has developed a robust set of values that are reinforced throughout the school in assemblies and during circle times.

The school values are displayed in each class to promote positive attitudes to learning. A growth mind set is promoted in all classes.

Circle time takes place every week. These circle times should follow the needs of the class. Where possible teachers address issues that arise. A springboard for these sessions is the school values.

Please see PSHE curriculum for further guidance on promoting mental health.

How to share your concerns about a child

Our Inclusion Lead for Social, Emotional & Mental Health Needs is Hannah Gilday/ Vaness Bekoe whose role is to:

- Lead and work with other staff to coordinate whole school activities to promote positive mental health and wellbeing
- Lead on PSHE teaching about mental health
- Provides advice and support to staff and organises training and updates. Is the first point of contact with mental health services, and makes individual referrals to them
- If you are concerned about a child's mental health keep a record (plan, do, review) of you concerns and share with the mental health lead. Your concerns will be presented to the inclusion team and appropriate action will be taken.

Early identification

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

All concerns are reported to the MHWB Lead and recorded. We then implement our assessment system, which is based on levels of need to ensure that children get the support they need, either from within the school or from an external specialist service. All concerns are discussed at fortnightly Inclusion Team meetings and outcomes are recorded on the OneNote portfolio, information being added to CPOMS in some cases.

Our aim is to put in place interventions as early as possible to prevent problems escalating.

At Kender in order to quickly and accurately identify a MHWB/SEMH need we:

- Analysing behaviour, exclusions, visits to the medical room/school nurse, attendance.
- Staff report concerns about individual children to the relevant lead persons.
- Consult school therapist and parents for initial assessment of child.
- Pupil Progress Review meetings termly
- Regular meetings for staff to raise concerns on the agenda for phase meetings.
- A parental information and health questionnaire on entry to the school.
- Gathering information from a previous school at transfer
- Parental meetings in EYFS.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

Please note:

- If there is concern about a child's immediate harm then you should speak to the Designated Safeguarding Lead (DSL).
- If you are worried about a child's medical need or first aid you should follow normal first aid procedures.
- Any disclosures from a child are confidential and only DSL is made aware.

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the MHWB Lead or the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.

All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

If you need support or advice talk to mental health lead a member of SLT or school therapist.

Monitoring and evaluation

The mental health and wellbeing policy is on the school website and hard copies are available to parents and carers from the school office. All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our mental health work.

Pupil and staff surveys are conducted annually. Pupils in the spring term and staff in the summer term. Analysis from these surveys is shared with pupils, staff and governors.

The policy is monitored at an annual review meeting led by the MHWB Lead and involves staff with a responsibility for mental health, including specialist services supporting the school and governors.

Lead members of staff

Mr Barr (HT) and Robert Vinnicombe (DHT): Designated Child Protection/
Safeguarding

Anna Jeffery (AHT) – PSHE lead

Hannah Gilday and Vanessa Bekoe – SENDCo and MHWB (mental health and wellbeing)

Link governor – to be confirmed

Inclusion Team –Keith Barr (HT/DSL), Robert Vinnicombe (DHT/DSL), Anna Jeffery (AHT/DSL), Bev Brown (AHT/DSL), Hannah Gilday/Vanessa Bekoe (SENDCo), Alice Luxmoore (SBM)

Mental health first aiders : all staff trained

Links to other policies:

PSHE and SMSC

Medical

SEND

Safeguarding