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Knowledge · Virtue · Aspiration

**Upper Junior School for Girls**

# **Mental Health and Emotional** **Wellbeing Policy**

**Date Prepared: September 2018**

**Date Approved by Governing Body: September 2018**

**Date to be reviewed: September 2019**

## **Policy Statement**

At Greenfields, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued. We recognise that in order to promote a positive ethos in school, all children need the foundations of positive mental health to be able to shine both academically, personally and socially.

At Greenfields, all school staff are aware that certain difficult events may have an effect on a pupils' mental health including:

Loss or separation – resulting from death, parental separation, divorce, hospitalisation, loss of friendships, family conflict or being taken into care or adopted.

Life changes – such as the birth of a sibling, moving house or changing schools, during transition between phases

Traumatic events such as abuse, domestic violence, bullying violence, accidents, injuries or natural disaster.

We recognise that when such issues arise this can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school we:

- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships.
- promote self esteem and ensure children know that they count.
- encourage children to be confident
- 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 reflect.
- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties

### **Scope**

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

### **Lead Members of Staff**

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Kirpa Dhokia - Designated Safeguarding Lead
- P. Saeed Alam - Deputy Designated Safeguarding Lead
- Shakeel Ahmed - Deputy Designated Safeguarding Lead

A consistent approach from our dedicated staff means that our school environment and school ethos all promote the mental health of the whole school community.

### **At Greenfields there is a mentally healthy environment where children:**

- Have opportunities to participate in decision making (e.g. School Councils, Playground and Reading Buddies.)
- Have opportunities to celebrate academic and non-academic achievements (e.g. Achievement assembly)

- Have opportunities to develop a sense of worth through taking responsibility for themselves and others. (E.g. residential, school trips and Playground and Reading Buddies).
- Have opportunities to reflect (e.g. quiet areas in class, library, emotional coaching and alternative lunchtime provision where necessary).
- Have access to appropriate support that meets their needs (e.g. Teacher and TA support in class, SLT and external agencies where appropriate -assessment using flow chart- see below).
- Have a right to an environment that is safe, clean, attractive and well cared for.
- Children are surrounded by adults who model positive and appropriate behaviours and interactions at all times.

**At Greenfields there is a mentally healthy environment where all staff:**

- Have their individual needs recognised and responded to in a holistic way.
- Have a range of systems in place to support mental well-being (e.g. performance management, briefings and training.)
- Have recognition of their work-life balance.
- Feel valued and have opportunities in the decision making processes (termly pupil progress meetings and curriculum teams).
- Success is recognised and celebrated.
- Are provided with opportunities for CPD both personally and professionally.

**At Greenfields there is a mentally healthy environment where parents and carers:**

- Are provided with opportunities to ask for help when needed and signposted to appropriate agencies for support (SENDSCO, Early Help, Safeguarding leads)
- Are clear about their role, expectations and responsibilities in working in partnership with the school (e.g. Parents Meetings and open door policy to discuss any concerns)
- Opinions are sought, valued and responded to (e.g. Questionnaires, parent workshops, parents' evening, SLT on duty on playground before and after school each day)

**The school will make use of resources to assess and track wellbeing as appropriate including:**

- Strengths and Difficulties questionnaire
- The pupil profile

## **Warning Signs:**

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate.

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

## **Working with Parents**

In order to support parents we will:

- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.

## **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 including:

- child and adolescent mental health service
- Family support workers
- Therapists



## You notice that someone is upset, or acting out of character

ASK: what support they need and want?

Listen non-judgmentally. Give them time to talk and gain their confidence to that the issue to someone who could help further. DO NOT promise confidentiality

Give reassurance: Tell them how brave they have been. Gently explain you would like to help them. DO NOT promise confidentiality-explain you may have to speak to DSL

Help: Work through the possible support options. Explain that you would like to help them by sharing their thoughts with someone else so that they can get the best help

Encourage: them to speak to someone-offer to go with them.

**Do not speak about your conversation or concerns with other pupils or casually to a member of staff.**

Access support for yourself or the child by speaking to DSL

### Low Risk

Accompany the person to speak to someone else (Eg class teacher, teaching assistant, SENCo, Deputy Head Teacher or DSL)

### Medium Risk

Speak to SENCo or DSL about your concerns and devise a plan of action to support the individual

### High Risk

Speak to a DSL immediately and follow their advice with regards to logging the concern

Log your concern / conversation using where possible the exact words of the child

Follow action plan, complete referrals or run interventions

**DSL to follow school procedures to action concern**

**Correct support rapidly put into place to support the individual - evaluate impact to inform next steps**

## **Training**

As a minimum, all 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.