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GLUSBURN COMMUNITY PRIMARY AND NURSERY SCHOOL

Social, Emotional Well-Being Policy: Glusburn C P School

The Mental Health and Well –Being of all members of the school community is a priority to the School Governors and Leadership Team.

(Article 24 of the UNCRC: All children have the right to health care when they need it.)

It also takes into account their personal safety when online. (Article 19 of the UNCRC).

Policy Statement:

Good emotional well-being is an essential part of overall health. Emotionally healthy individuals are in control of their emotions, thoughts and behaviours.

Positive mental health allows people to realise their own potential; feel and express a range of emotions; build and maintain positive relationships with others; cope with the normal stresses of life; work productively and be able to feel engaged with the world around them. (Article 29 of the UNCRC: All children have the right to achieve their potential.

At Glusburn School we aim to promote positive mental health for all our students and staff. We pursue this aim using whole-school approaches and specialised, targeted approaches aimed at vulnerable students.

It is also our aim, along with promoting positive mental health, to recognise and respond to mental ill health.

Through developing and implementing an effective and practical mental health policy and providing relevant procedures we can promote a safe and stable environment for all pupils, including those that are affected directly and indirectly by mental ill health.

This document describes the school's approach to promoting positive mental health and well-being. It is intended as guidance for all staff and governors.

This policy aims to:

- Provide guidance on promoting positive mental health in all staff and students
- Increase understanding of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Support students suffering from mental ill health along with their parents/carers.

The school aims to:

- Promote and encourage resilience in all children and adults so they can manage any challenging situations should they arise.
- Support children with forming appropriate relationships with others.
- Ensure there is somebody available to talk to and that both children and adults feel comfortable sharing worries and concerns.
- Respect the rights of children and make sure they know their views and opinions are valued.
- Encourage independence for all and provide coping tools and strategies should they be needed
- Treat each child individually, respecting their unique characters and traits.

Lead Members of Staff

All staff at Glusburn School have a responsibility to promote the emotional well-being of pupils. The staff with a specific, relevant role include:

- Mrs Katie Smith – Head Teacher and designated child protection/safe guarding officer
- Mr Neil Bithell – Deputy Head Teacher/child protection/safe guarding officer
- Mrs. Danielle Burke- SENCo, / Inclusion Team
- Mrs Amanda Hunt – Learning Mentor and Pastoral/Inclusion Team
- Mrs Lynn Ashton- Head of PSHE, Values and Ethos and Mental Health Lead

Any member of staff who is concerned about the mental health or well-being of a student should speak to the mental health lead in the first instance.

If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated child protection officer. If the pupil presents a medical emergency then the normal procedure for medical emergencies should be followed, including alerting a first aider and contacting the emergency services if necessary.

Our school promotes good Mental Health through:

- Promoting our school values and ethos. The values being: Ready, Respectful & Safe and the ethos: Respecting Rights and Recognising Responsibilities.
- Being a Rights Respecting School
- Encouraging a sense of belonging
- Having a strong pupil voice
- Celebrating all achievements
- Access to appropriate support if needed, including the nurture room
- Providing opportunities to reflect and learn from experiences
- Ensuring all pupils experience a chance to succeed
- Teaching resilience strategies

Support and Provision:

All staff and governors at Glusburn School endeavour to support the good mental health of all children, the strategies include:

- Zones of Regulation: the children are taught to understand that behaviours impact feelings and that strategies can be learnt to effectively regulate feelings. Each classroom has a Zones of Regulation poster displayed and the children complete activities to develop their understanding of how self -regulation can positively calm emotions.

- The PSHE theme for the Autumn Term is 'Me and My Relationships' and we explore the diversity of relationships between people and the underlying concepts of acceptance and kindness.

- Anti-Bullying Week: we focus on respect, anti-racism and conflict resolution.

- Sharing worries: KS2 classes have worry boxes and KS1, worry monsters. The teaching staff evaluate where 1 to 1 support is required or peer support offered.

- The children know when, where and how and from whom they can seek help or advice.

- Our School Ambassadors have received training for their Well Being Champions role.
- Off curriculum termly Mental Health & Well Being Days: Autumn Term = Hidden disabilities/challenges & the importance of being kind. Spring Term = My Healthy Lifestyle. Summer Term = Diversity (We're all different and that's ok) The children develop strategies that distract from worries and also help their mind and body relax, providing a sense of well-being.
- Whole school teaching through assemblies, PHSE and class discussions about respecting others and developing self-respect.
- Safeguarding teaching about critical consideration of online friendships, harmful online content and age restrictions on certain games to protect from harmful or distressing material.
- Teaching children vocabulary they need to effectively articulate feelings and expectations.
- PE and Science curriculum themes that promote the importance of a healthy lifestyle with regular exercise and nutritious food.
- Teachers stress the importance of hobbies, recreation and time spent outdoors, providing clubs such as Art, Choir and Recorders. Sports Leaders set up lunchtime PE activities. The pupils are encouraged to participate in sports tournaments throughout the year. There is also a Drama Club run on a private basis every Friday evening. Forest School activities happen weekly for the EYFS children.
- Whole school teaching about grief and its causes, transition and change and the normality of these.
- Families are signposted to organisations that can support e.g. SELFA, courses on parenting, children's mental health advice and our own breakfast club for those children who struggle with the transition from home to school.
- Children have opportunities to raise money for others and be part of organisations that make a positive impact on lives. This sense of agency and purpose builds self- esteem.
- Selecting children to participate in competitions and events based on their interest and not necessarily their ability, ensuring all children experience success and the camaraderie of being part of a team.

Support and provision for individual or groups of children:

Some children need extra provision to support their mental well-being, this provision can include:

- Extra support developing friendships, achieved through small group work; invitation to breakfast-club; invitation to join school teams; an older buddy.
- An increased sense of belonging achieved through a morning meet and greet.
- 1-1 intervention for anxiety supported by Hannah Cairns of the Mental Health Support Team (NHS initiative)
- 1-1 or group work for extra support with emotional regulation Learning Mentor – Mrs. Hunt
- Individual positive behaviour plans; rewards/sanctions
- Time put aside to pursue individual interests such as art and crafting
- Sensory circuit/ Yoga sessions

The above support is suitable for students who:

- find friendships difficult to form and maintain
- have difficulty regulating their emotions
- have poor attendance
- are undergoing problems outside of school
- are finding it difficult to become motivated in class
- have low self-esteem

Individual Care Plans

It may be necessary to draw up an individual care plan and/or a relevant risk assessment for pupils causing concern. These will be written by the school SENCo and Class Teacher with involvement from the pupil, the parents/carers and the relevant health professionals.

The plan can include:

- Details of concern/condition
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- The role the school can play

Where a referral to CAMHS or another outside agency is appropriate this will be led and managed by Mrs. Burke and Mrs Hunt.

Working with outside Agencies

As part of the targeted provision the school will work with other agencies to support children's emotional health and well-being including:

- Craven Early Help Team which can access:
  -The Healthy Child Team (School nurse)
  - CAMHS
  - Family support workers
  - Craven SEND Hub
- Educational Psychologist Service
- Paediatricians
- MHST who will support staff working to improve children's well-being
- Barnardo's Prouder Communities
- Children's disability nursing team

Monitoring and Tracking Well-Being

We will make use of resources to measure the impact of whole school provision and interventions with the aim to support well-being through:

- Well-Being surveys
- Growing Up In North Yorkshire Survey (Biannual)
- Informal reviews
- Before intervention and after intervention questionnaires
- RRSA Questionnaire

Identifying Warning signs:

Our Inclusion team is always available to discuss any concerns and will have regular discussions around the well-being of children.

The well - being of identified children is discussed during staff, safeguarding and pupil progress meetings.

When there are changes in behaviour either at home or at school the Inclusion team are accessible and support will be offered.

- ❖ Warning signs need to be taken seriously for effective early intervention to take place. Staff observing any of these warning signs should communicate their concerns to the Safeguarding Lead or Inclusion Team; whichever is most appropriate.

Possible Warning Signs:

- Refusing to come to school/a drop in attendance/ poor punctuality
- Increasing attachment to care-giver
- Changes in mood
- Self-harming

- Becoming withdrawn/or seeking more attention than usual
- Talking about feelings of failure, hopelessness and poor self-worth
- Changes in eating habits/difficulty sleeping/wanting to spend more time in bed
- Disengagement towards their learning

Working with Parents:

Working closely with parents, as a team to support their child, allows the most effective intervention to take place. We can help parents in the following ways:

- Allow and encourage parents to access further support ensuring they know who to contact and how.
- Promote information to parents regarding mental health and well-being.
- Ensure parents know who they can talk to in school and how to access this support should they have any concerns about their child.
- Work closely and communicate effectively with the family to gain the best outcome for their child.

Signposting:

- We make sure that staff and parents receive relevant advice and are aware of what support is available within school and how to access further support if necessary.

Training and Support:

- All school teaching staff received Mental Health and Well-Being training Level 1, provided by Compass Buzz.
- The Learning Mentor and Head of Values and Ethos received level 2 and 3 training early in 2019.
- All staff and Governors annually complete Child Protection and Safeguarding training ensuring all our children feel safe and happy.
- Head of Values and Ethos received Senior Mental Health Lead Training in September 2022.
- All members of staff are supported by the North Yorkshire County Council Health assured scheme

For further support and advice our primary contacts are:

- Prevention Service: 01609 780780 -press option 2
- Hannah Cairns at the MHST
- Healthy Child Team: 01423 557711
- CAMHS: 01535 661531 (between 1pm -2pm each day)
- Urgent referral to CAMHS: 01535 661531 (where there is an imminent risk of harm to self or others
- Information and a confidential helpline can be found at Young Minds: youngminds.org.uk

Useful resources:

- Mentally Healthy Schools; a web resource for people working with primary aged children, with advice and resources on mental health and well-being:
- https://www.mentallyhealthyschools.org.uk
- NSPCC; a web resource that provides access to quality assured lesson plans and classroom guides about staying safe online and mental health:
- https://www.nspcc.org
- Young Minds: provides a range of resources and materials, via it's website, to build skills in parents and carers and people who work with children and young people:
- https://youngminds.org.uk/what-we-do/360-schools-hub/360-schools-community/
- Charlie Waller resources https://charliewaller.org/resources
- This May Help: Advice for supporting your child's mental health Advice for supporting your child's mental health | ThisMayHelp