

Kentmere Academy and Nursery

Mental Health and Wellbeing Policy



Kentmere Avenue Rochdale OL12 9EE

Tel: 01706 647533 Web: www.kentmereacademy.co.uk

Email: info@kentmereacademy.co.uk

At Kentmere Academy, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events. We promote positive Mental Health and Wellbeing in the whole of our school community for adults as well as children.

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community. Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it.

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

A mentally healthy environment has:

- A clear and agreed ethos and culture that accords value and respect to all
- A commitment to being responsive to children and young people's needs
- Clearly defined mental health links in school policies
- Clear guidelines for internal and external referrals
- Strong links with external agencies to provide access to support and information
- A named lead for mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business'

A mentally healthy environment 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

A mentally healthy environment is a place where staff:

- Have their individual needs recognised and responded to in a holistic way
- Have a range of strategies that support their mental health, e.g. a named person to speak to, signposting
- Have recognition of their work-life balance
- Have the mental health and well-being of the staff reviewed regularly
- Feel valued and have opportunities to contribute to decision making processes
- Celebrate and recognise success
- Are able to carry out roles and responsibilities effectively
- Are provided with opportunities for CPD both personally and professionally
- Have their unique talents and skills recognised and opportunities are provided for development
- Have time to reflect
- Can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term

A mentally healthy environment is a place where parents/carers:

- Are recognised for their significant contribution to children and young people's mental health
- Are welcomed, included and work in partnership with schools and agencies
- Are provided with opportunities where they can ask for help when needed
- Are signposted to appropriate agencies for support
- Are clear about their roles and expectations of their responsibilities in working in partnership with schools
- Opinions are sought and valued and responded to
- Strengths and difficulties are recognised, acknowledged and challenged appropriately

A mentally healthy environment is a place where the whole school community:

- Is involved in promoting positive mental health
- Is valued for the role it plays in promoting positive mental health
- Contributes towards the ethos of the school

Key Members of Staff and Responsibilities

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

- Lead Safeguarding– Sarah Isberg
- Mental Health lead teacher- Sarah Day
- Lead First Aider- Andrea Humphries
- Pastoral Lead- Susan Finerty
- CPD lead- Sarah Isberg/ Clare Grantham

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.

Sources of relevant support include:

- Our own Senior Leadership Team
- Our own Inclusion Team
- Our Safeguarding/Child Protection Lead
- Our Phase Leaders
- Our trained Mental Health First Aiders
- School support staff employed to manage mental health needs of particular children
- Our SENDCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision.
- Our School Nurse

Supporting the children's mental health and wellbeing

We believe the School has a key role in promoting children positive mental health and helping to prevent mental health problems. Our School has developed a range of strategies and approaches including:

- Sunshine buddies on the playground who support children in joining in activities
- Themed Sunshine days with a focus on Mental Health and Wellbeing
- Transition programme from primary to secondary school
- Sunshine boxes in every classroom where children can anonymously share worries or concerns in class
- Mental health/ stress management built into the PSHE curriculum long term plan
- Stressbusting workshops for Y6 for 6 weeks in the summer term to help alleviate anxiety related to tests and transition
- Nurture groups
- 'Kindness tree' nominations in assembly every Friday to recognise the positives from the week.

Early Identification

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

- Stirling Wellbeing Scale questionnaires twice a year
- Using CPOMS to record and analyse behaviour, exclusions, medical appointments, attendance and sanctions.
- Staff report concerns about individual children to the relevant lead persons.
- Sunshine boxes in each class for children to raise concerns which are checked by the Class Teachers (these are anonymous but give an indication of needs in a particular classes regularly).
- Pupil Progress meetings termly
- Regular meetings for staff to raise concerns.
- Watch List shared with all staff
- Gathering information from a previous school at transfer.
- Parent consultations twice a year
- Enabling children to raise concerns to any member of staff.
- Safeguarding team posters in every classroom
- Wellbeing team posters in every classroom
- E safety posters in every classroom

- Enabling parents and carers to raise concerns to any member of staff
- Parent questionnaires

Signposting external support

Within Rochdale, there are numerous services and charities that children can be referred to.

- Healthy Young Minds
- Mind
- CAMHS
- #Thrive
- GP
- School Nurse

Supporting and training staff

We want all staff to be confident in their knowledge of mental health and wellbeing and to be 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. Our Mental Health Lead is a qualified 'mental health first aider' and a number of our staff have completed the one day course on mental health first aid.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing, including;

- Wellbeing Team – supports the mental health lead teacher in promoting health and wellbeing
- Wellbeing and Events Coordinators organise staff events once a term
- Item added on the phase meeting agenda each week to celebrate what is going well. 'What has gone well this week? Even better if?'
- Nominate 'Superstaff of the week' with a prize
- Wellbeing winners
- Wellbeing Briefing every other Friday- where blog posts, updates, nominations are announced and celebrated
- Wellbeing partners- an opt in scheme for staff members to support each other
- Bring and share lunches for INSET days
- Phase meeting once a half term off site
- All staff signposted to counselling available on the Educational Support Partnership Website and helpline
- In house training and CPD organised throughout the year

Measuring Impact

This policy offers opportunities to measure the impact in a variety of ways:

- School policies
- The school's ethos
- Child/Staff/Volunteer well being
- Staff/Governor/class and school council meetings
- Feedback from the whole school community via questionnaires and verbally, formally and informally

- The number of external referrals, Gateway, Health Service, Social Care
- Training and development internally, for example 'Safeguarding, Mental Health and Wellbeing' inset
- Induction and professional development of Staff and Volunteers

This policy promotes positive mental health. It is a working document and has been developed in consultation with the whole school community.

This policy must be reviewed every two years.

Signed:  Sarah Isberg (Headteacher)

Date: January 2019

Review: January 2021 (or with legislation change)