



Our Approach to Promoting Positive Mental Health and Wellbeing

Definition of Mental health and Wellbeing

We use the World Health Organisation definition of Mental Health and wellbeing.

Mental health is defined as a state of wellbeing in which every individual recognises 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 his or her own community.

World Health Organisation, August 2014

Our Aim

At our school, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable individuals.

This policy aims to:

- Describe the school's role in promoting and supporting positive mental health in our school community
- Promote positive mental health in all staff and pupils to enable everyone to thrive
- Increase understanding and awareness of common mental health issues to facilitate early intervention
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents/carers

This policy will set out how we promote positive mental health using the Eight principles to promote a whole school approach to emotional health and well-being.



Eight principles to promote a whole school and college approach to emotional health and well-being taken from ‘Promoting children and young people’s emotional health and wellbeing: A whole school and college approach.’ DFE 2015

This Policy should be read in conjunction with the school’s

- Safeguarding and Child Protection Policy
- SEND Policy
- Personal, Social and Health Education Policy
- Relationships and Sex Education Policy
- Behaviour Policy
- Anti-bullying Policy
- Our Approach to Learning and the Curriculum
- Supporting children with medical conditions policy

1. LEADERSHIP AND MANAGEMENT

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

- Beci McCaughran - Headteacher
- Ellie Crowe – Assistant Headteacher
- Kerry Middleditch and Nichola Grove – Pastoral Leads
- Kerry Middleditch – Senior Mental Health Lead
- Amy Marshall - SENCO

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the safeguarding lead (DSL)/Deputy DSL in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary. Safeguarding protocols should be followed.

2. Ethos and Environment

At Fulbourn our aim is to create a supportive and nurturing environment that develops children's self esteem, gives them positive experiences which will support them to overcome adversity and build resilience to enable them to manage life challenges, times of change and stress and to ask for help when they need it.

We take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, promote happiness and success and prevent problems before they arise.

At Fulbourn we promote resilience to mental health problems by

- Having effective safeguarding and Child Protection policies
- Having a positive approach to behaviour management and a clear policy on behaviour which is consistently applied
- Having a clear bullying policy which promotes a culture of anti-bullying.
- Having an ethos where all children feel safe, valued and a sense of belonging Relationships between staff and pupils, and between students, are critical in promoting wellbeing and in helping to engender a sense of belonging
- Through our relational approach and an having an 'Open door' policy for children to raise problems with trusted adults without fear of stigma.
- Promoting pupil voice and opportunities to participate in decision-making through our pupil committees and peer mentor scheme
- Celebrating academic and non-academic achievements in order to promote self-esteem
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others (buddies, ambassadors, peer mentors)
- Helping children to become resilient learners by acknowledging that effort is valued and that mistakes are a normal part of learning
- Embracing a whole-school approach to promoting good mental health that reduces the stigma associated with mental health difficulties. We recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues. We do this by
 - holding regular awareness raising assemblies
 - observing mental health awareness days/weeks celebrated in school e.g time to talk day and Children's Mental Health week

3. Curriculum Teaching and Learning

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and taught through the following ways:

- through our PSHE curriculum
- A curriculum that embeds the teaching of emotional vocabulary and emotional literacy.
- Children are taught to embrace and value difference and this is incorporated into the curriculum wherever possible
- Using the power of reading to learn about emotions and explore themes such as different emotions, empathy, difference, change, loss and resilience.
- How to cooperate and problem solve
- Who to approach if they need help
- How to deal with change and transitions
- Zones Of Regulation
 - In addition to the PSHE curriculum , all children develop emotional literacy through the teaching of the zones of regulation framework. Children learn to identify their own emotions, express their emotions and recognise the emotions of others. They will also learn how their behaviour affects others. The Zones of Regulation teaches children to manage their emotions through the

development of personalised toolkits with strategies for understanding, managing and regulating their emotions. Zones of Regulation is displayed in every classroom and children are encouraged to check in with their emotions throughout the school day.

- **Circle time**
 - Children take part in circle time activities which promote their social and emotional development which are responsive to and reflect the identified areas of need in that class or phase.
- Exploring online resources to support children's well being e.g. childline toolkit (Yrs 5 &6 only)
- Celebration of positive behaviour, resilience and compassion through house points
- Worry or question boxes related to certain topics eg RSE

4. Student Voice

We seek the views and feedback about our whole school approach to supporting children's mental health and wellbeing through

- Pupil surveys
- Wellbeing committee

We aim for children to be able to identify five trusted adults in school, to whom they feel comfortable t

Children are encouraged to share any worries or concerns – by talking to one of their five trusted adults in school, by writing in their Talk Book, or by requesting some 'Bubble Time' (1:1 time to chat to their teacher).

5. Staff Development

All staff will receive training about recognising and responding to mental health and wellbeing concerns as part of their safeguarding training.

All staff receive training about the impact of adverse childhood experiences (ACES) and the possible risk factors that might make some children more likely to develop a mental health problem. They also have an understanding of the protective factors that can enable pupils to be resilient when they encounter problems and challenges.

Through our safeguarding training staff are trained to manage disclosure from pupils; to remain calm, supportive and non-judgemental of children making a verbal disclosure about themselves or a friend. Staff recognise that persistent or unusual non-verbal disclosures in behaviour may indicate a cause for concern.

Staff wellbeing

The wellbeing of our staff is of great importance. We know that without a personal sense of wellbeing it is difficult to nurture the wellbeing of others. Our staff are our most important resource and therefore supporting the wellbeing of our staff is essential in creating a healthy school environment.

To support staff wellbeing the leadership team will:

- Lead in setting standards of conduct including how they treat other members of staff
- Conduct and act upon staff wellbeing surveys
- Listen to the views of staff and involve them in decision making processes, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all member of staff to ensure they feel included and aware of any changes occurring at the school
- Make sure that the efforts and successes of staff are recognised and celebrated
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Support staff in their own career development through providing training opportunities
- Provide information about and access to external support services eg Employee Assistance Programme

- Senior Leaders have an open door policy for staff to raise wellbeing concerns and aim to create a culture where it is acceptable and encouraged to seek help if it is required
- The physical environment at the college provides a positive working environment.
- Working hours are monitored and excessive working hours are challenged and sought
- Senior leaders ensure staff are provided with the resources and training required to carry out their job
- Staff are provided with appropriate safeguarding training and work collaboratively when dealing with stressful incidents.
- Appraisal reviews offer the opportunity for staff to discuss with reviewers, any concerns regarding workload
- Encouraging staff to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues.
- Engaging with staff to create constructive and effective working partnerships both within teams and across the School.
- Staff are offered quiet spaces where they can work. The staffroom is a welcoming space during break and lunch time.
- New staff are supported with appropriate induction training and a mentor scheme.
- A weekly bulletin is provided for all staff.
- Peer observation will be actively encouraged and will encourage shared development of effective teaching practice

Employees have a duty to support their own health and wellbeing by

- Staff are encouraged to be mindful of their personal work life balance. Work life balance is key for those wanting to reduce negative stress.
- Taking reasonable care of their own health and safety at work, to co-operate and follow any reasonable instructions to safeguard their health and safety and to seek guidance from health professionals where appropriate
- Cooperating with the College in any measures taken to improve their psychological wellbeing
- Treating colleagues with empathy and respect
- Considering the workload and wellbeing of colleagues
- Supporting colleagues if they become stressed by providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and letting other members of staff know when they need support
- Contribute positively towards morale and team spirit
- Use shared areas respectfully e.g. staffroom/meeting rooms/offices
- Take part in professional development opportunities with a positive mindset

6. Identifying Need and Monitoring Impact

We understand the importance of recognising emerging needs as early as possible to prevent things from escalating. We know that providing early help is more effective in promoting the wellbeing of children than reacting later, and can also prevent further problems (including mental health problems) arising. We do this in different ways.

- Pupil wellbeing is on the weekly safeguarding meeting agenda and children with wellbeing and mental health concerns put on the safeguarding monitoring list.
- Through monitoring non-attendance including patterns of lates and non-attendance.
- Through monitoring of behaviour
- Pupil wellbeing surveys
- We invest time in developing children's relationships with trusted adults in school through our relational approach. We provide opportunities for children to share openly with any member of staff. Children are able to do this verbally and through alternative systems such as talk books and bubble time.
- Establishing strong relationships with parents and carer's and inviting them to raise any concerns

- There is a clear structure through which staff can escalate concerns regarding pupils well being. Any staff member who is concerned about the wellbeing of a pupil should follow the schools safeguarding procedures set out in the schools safeguarding and child protection policy
- Use of tools to identify level of need and monitor impact of interventions that support mental health and wellbeing (**Boxall profile, Emotional literacy questionnaire, SDQ (strengths and difficulties questionnaire)**)
- Seeking advice from the SENCo

Some groups are more vulnerable to experience a range of adverse circumstances that increase the risk of experiencing poor mental health. Vulnerable groups include

- Looked after children (LAC) and previously LAC
- Children who have experienced abuse or neglect.
- Young Carers
- Socio-economic disadvantaged
- Children with SEN

The school recognises that any child may be subject to abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age. In some cases, the child may benefit from being identified as having a special educational need (SEN). Children with a mental health illness or emotional needs may be placed on the SEND register under the code of SEMH (social, emotional and mental health) as their primary need.

Signs that might indicate a pupil is experiencing mental health problems include:

- Isolation from friends and family, becoming socially withdrawn
- Changes in activity/mood/sleeping habits/eating habits
- Falling academic achievement
- Talking or joking about self-harm
- Expressing feelings of failure, uselessness, loss of hope
- Secretive behaviour
- An increase in lateness or absenteeism
- Not wanting to get changed for PE or do PE
- Physical signs of harm that are repeated/appear non-accidental
- Repeated physical pain or nausea with no evident cause

7. Working with Parents and Carers

We recognise that parents and carers have an important role in promoting and supporting their child's emotional health and well-being.

- We will work in partnership with parents and carers to support their child/ren's mental health and wellbeing
- We have a dedicated Pastoral Team who have an open door policy to encourage parents/carers to approach school with any wellbeing concerns.
- We will provide information about how you can support your child's mental health and emotional wellbeing at home e.g. links to organisations and resources on our website and inviting parents to monthly coffee mornings and mental health workshops.
- Supportive meetings with parents/carers of children with mental health or wellbeing needs.
- Where there are identified mental health and wellbeing concerns we will meet regularly with parents/carers.
-

While our pupils are our primary concern we will always endeavour to support parents and carers to access services to support their own wellbeing. Where appropriate we can signpost parents and carers to services that can support them and provide information on our website about adult mental health services.

8. Targeted Support

For children who have been identified as needing support with emotional wellbeing or identified to have a mental health problem the school will employ a graduated response to meet the individual child's identified need through more targeted support.

Where appropriate we will employ a range of strategies and approaches to support children at school including

- Support from the Pastoral Team
 - Regular check ins
 - Liaison with parents/ carers
- ELSA

ELSA is a targeted intervention to support children's emotional and social development. Children will typically attend 6-8 1-1 or group sessions to support them with an identified need. Through accessing ELSA children will learn and develop the skills and strategies to cope with life's challenges.

ELSA can support children with:

- Increasing their Emotional Vocabulary and developing Emotional Literacy
 - Self Esteem
 - Social skills
 - Emotional Regulation
 - Friendship issues
 - Relationships
 - Managing emotions
 - Anxiety
 - Growth Mindset
 - Building Resilience
 - Loss and bereavement.
- Social skills groups e.g. socially speaking, Lego Club
 - External services

Many wellbeing concerns can be supported within the school environment, or with the advice from external professionals. Some children will however need more intensive and specialist support to address a mental health concern. There are a range of professionals and organisations equipped to support children and their families and the school is able to draw on a number of local services to signpost families and to refer families to access support from including:

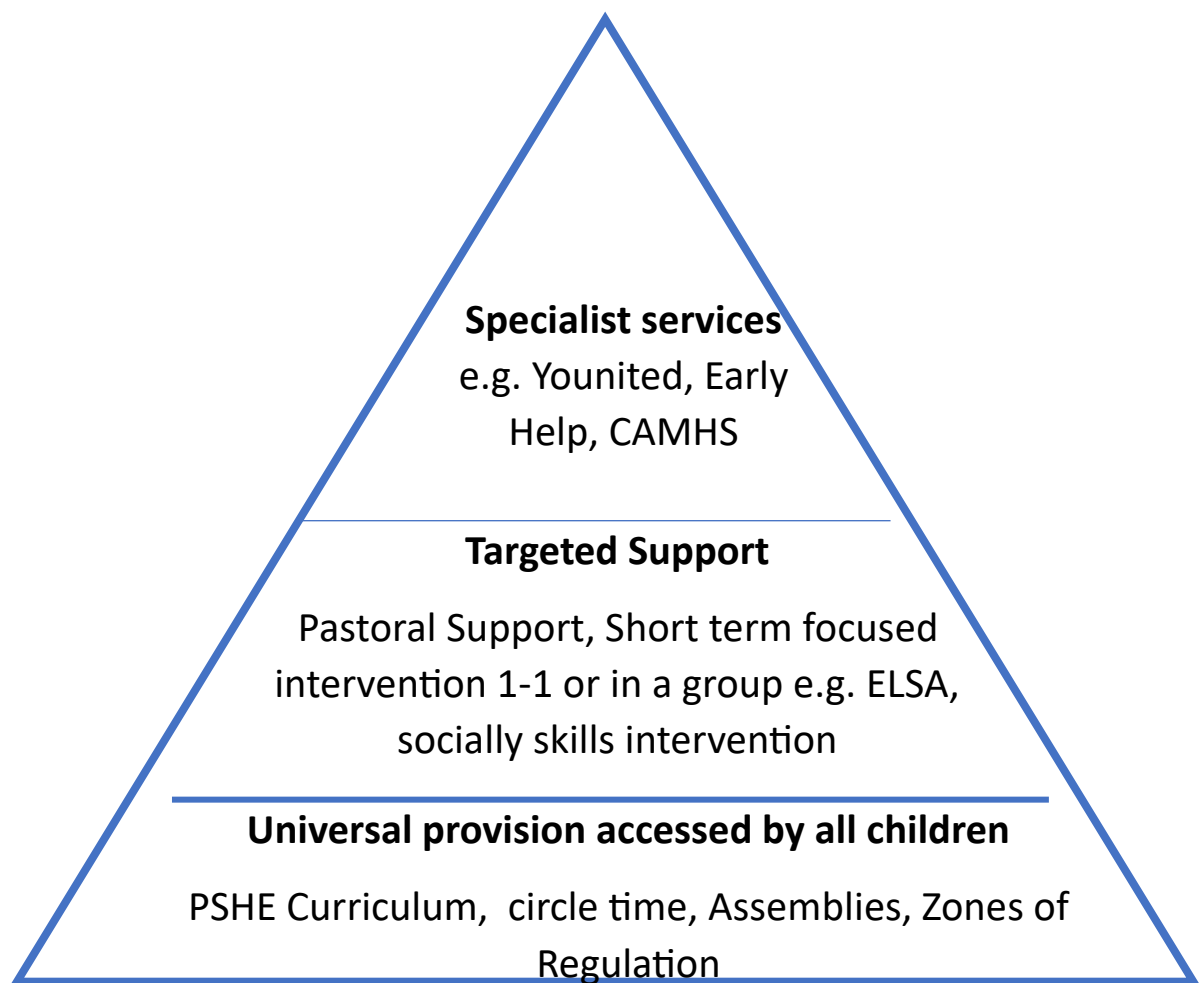
- GP
- School Nurse
- Children's Social Care
- Early Help
- YOUNited
- CAMHs
- Emotional Health and Wellbeing Service
- Counselling services
- SEND services

Monitoring and Review

This policy will be reviewed annually by the Senior Mental Health Lead

Appendix 1

Graduated approach based on the level of identified Need



Appendix 2

Table 1: Risk and protective factors that are believed to be associated with mental health outcomes

	Risk factors	Protective factors
In the child	<ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem 	<ul style="list-style-type: none"> • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse, or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord

	Risk factors	Protective factors
In the school	<ul style="list-style-type: none"> • Bullying including online (cyber) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Peer on peer abuse • Poor pupil to teacher/school staff relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • Staff behaviour policy (also known as code of conduct) • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Good pupil to teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective safeguarding and Child Protection policies. • An effective early help process • Understand their role in and be part of effective multi-agency working • Appropriate procedures to ensure staff are confident to can raise concerns about policies and processes, and know they will be dealt with fairly and effectively
In the community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities