



DAWPOOL

Dawpool C.E. (Aided) Primary School

Mental Health & Well Being Policy: A Whole School Approach



Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the person and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.'

*'The Fruit of the Spirit is Love, Joy, Peace, Patience,
Kindness, Generosity, Faithfulness, Gentleness
and Self-Control' (Galatians 5: 22-23).*

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1. Policy Statement

Mental health is a state of wellbeing in which every individual realises 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 her or his community. (World Health Organisation)

In our school our Christian vision shapes all we do:

Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the person and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.'

At Dawpool, we believe that a child's welfare and learning needs must be met in order to experience *'the abundant life that Jesus offers.'* We pursue this aim using both universal, whole-school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils and staff affected both directly, and indirectly by mental health and wellbeing issues.

2. Scope

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our medical policy in cases where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need. It also links to the following policies: Anti-bullying, Behaviour, First Aid & Medical Emergencies, Safeguarding and Dignity at Work.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



The policy aims to:

- Promote positive mental health and wellbeing in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs
- Provide support to staff, pupils and their families with mental health and wellbeing issues

3. **Lead Members of Staff**

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

Mr D. Burrows:	Designated Safeguarding Lead (DSL) & CPD Lead
Mrs C. McCann:	Deputy DSL, Pastoral Support
Revd J. Turner:	Governor for Pastoral Support
Mrs J. Poston:	EYFS Lead, Pastoral Support
Mrs L. Young:	Senior Leadership Team, Pastoral Support
Miss L. Venables:	SENCo
Mrs R. Heron:	Relationships & Health Education Co-ordinator
Mrs E. Kenney:	Deputy DSL, Mental Health First Aider (MHFA)
Mrs V. Earp:	Emotional Literacy Support Assistant (ELSA)
Mrs A. Whibley:	Emotional Literacy Support Assistant (ELSA)
Mr N. Greenop:	E-Safety & Online Support

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Designated Safeguarding Lead, (DSL) or the deputy in their absence. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed. Where a referral to CAMHS, the School Nursing Service or other external support is appropriate, this will be led and managed by Miss L. Venables, SENCo. Parents may contact CAMHS and the School Nursing Service independently and information about this can be found within the 'Pastoral Support' section of the school website:

https://www.dawpool.wirral.sch.uk/website/pastoral_support/419840

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.



4. Warning Signs

School staff may become aware of warning signs which indicate a pupil 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 to the Designated Safeguarding Lead (DSL), or deputy in their absence, and record the concerns on 'MyConcern'.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

5. Managing Disclosures

All disclosures and concerns pertaining to mental health and wellbeing should be recorded on 'MyConcern' and shared with the Designated Safeguarding Lead(s) who will offer support and advice about next steps. Where a referral to CAMHS or the School Nursing Service is appropriate, this will be led and managed by Miss L. Venables, SENCo.

6. Curricular and Extra-curricular Support

We support the mental health and wellbeing of all pupils through:

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity.
- High profile anti-bullying procedures and policy through corporate posters, Collective Worship and events
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships
- Enhancing school and classroom layout, facilities and resources, such as our ELSA room
- Recognising the background of individual pupils and their physical, social and emotional needs
- Consistent support for vulnerable children and those with SEND from trained teams of pastoral and learning support, teaching assistants, emotional literacy support assistants (ELSA) and other agencies where appropriate.
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Extensive opportunities for pupil leadership
- An emphasis on praise and reward
- Opportunities for reflection and spiritual development through Worship, RE and the wider curriculum, e.g. art, music and literature.
- A range of interventions dealing with anxiety or emotions

The school's Curriculum Handbook outlines recommendations for supporting vulnerable pupils in the classroom, should the need arise (See Appendix 1).

All lessons across the curriculum are conducive to promoting positive mental health by modelling the Person, Love & Work Jesus in accordance with our [Vision Statement](#) (See Appendix 2)

7. Teaching about Mental Health and Wellbeing

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

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The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our RHE & PSHE curriculum which fulfils the statutory [RHE Guidance](#) and [PSHE Association Programmes of Study](#). A copy of the curriculum can be viewed on the school [website](#).

8. Support for Staff

We support the mental health and wellbeing of all staff through:

- Subscribing to the Schools Advisory Wellbeing Service for **all members of staff**:

All staff have full access to the following support should the need arise:

- ❖ *Menopause care and support*
- ❖ *Physiotherapy services*
- ❖ *Counselling services*
- ❖ *24- hour GP access*
- ❖ *Access to private medical care*
- ❖ *Cancer support*
- ❖ *Weight management*
- ❖ *Lifestyle health screening*
- Whole school training events, including safeguarding
- Access to appropriate external and online training
- Involving staff in decision making and proposed change
- Provision of non-contact time to allow for planning, delivery and evaluation of school activities
- Consultation on training and support needs through regular review
- Work life balance regularly reviewed and acted upon i.e. reduction of unnecessary paperwork, meetings, admin tasks
- Fully qualified Mental Health First Aider
- Encouragement of social events

9. Roles and Responsibilities

- The promotion of Emotional Health and Social Well Being and raising the achievement of all pupils is the responsibility of the whole school staff and governors.
- The Headteacher and Senior Leadership Team will demonstrate through their personal leadership the importance of this policy, ensure all staff are aware of it and understand their role and responsibility in relation to it.
- The Governing body has adopted this policy and will assess and monitor its impact annually.

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- Staff will be expected to know what their responsibilities are in ensuring the scheme is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues.
- Pupils will be made aware of how this policy applies to them as part of the school aims, values and in the curriculum.
- Parents and carers will be encouraged to participate fully in implementing it in partnership with the school.

10. **Training**

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep pupils safe. We will host relevant information on our website for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.¹

All staff and Governors can access online Mental Health & Wellbeing training at any time through the school's subscription to [EduCare](#):

- *Dealing with Bereavement & Loss*
- *Mental Wellbeing in Children & Young People*
- *Overcoming Loneliness*
- *Supporting Staff Wellbeing in Schools*

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more pupils.

Where the need to do so becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with Mr Burrows, CPD Coordinator, who can also highlight sources of relevant training and support for individuals as needed.

¹ www.minded.org.uk



11. Policy Review

This policy will be reviewed every year. It is next due for review in September 2020. Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to Mr Burrows, Head Teacher. This policy will always be immediately updated to reflect personnel changes.

Last updated – September 2020



Appendix 1: Supporting Vulnerable Pupils

The following checklist is used to support vulnerable pupils in their lessons:

Routines

- Are they sat in the best place?
- Is the pupil comfortable so they can focus? Lighting? Line of sight? Sound?
- Are they ready with the right equipment?
- Are they thirsty or hungry?
- Are breaks and movement planned for?
- Do they have a role in the class?

Encouragement

- Are the welcomed and greeted with warmth and a smile
- Do they feel like they belong?
- Are the pupils' success, however big or small, celebrated regularly with praise?
- Is there evidence of student interest or enthusiasm, positivity or joy?
- Do they leave the classroom in a positive frame of mind? Have they been praised and encouraged?
- Are they spoken with about any challenging behaviours calmly and without negative or disparaging comments about the pupil themselves?

Positive Interactions

- Does the pupil have (any) positive interactions with peers?
- Where appropriate, is the pupil encouraged to share their views?




Do they understand?

- Does the pupil know what the lesson is about, the context and purpose of the tasks?
- Does the pupil fully understand the key vocabulary and tasks?
- Is the work too easy or too hard?
- Can the pupil easily find help if they need it?
- Are there moments where the pupil is clearly adrift or bored? Why?



Appendix 2: The Person, Love & Work of Jesus

Lessons across the curriculum will typically model the **Person, Love & Work of Jesus** by containing the following elements:

<p>PERSON</p> <p>Person of Jesus (Our Christian Values) Galatians 5:22-23 'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control.'</p> 	<p>A strong focus on all of our Christian Values, with specific emphasis on:</p> <ul style="list-style-type: none"> • Loving God, loving and accepting ourselves and loving and responding well to others • A joy of learning • A peaceful classroom environment • Kindness and generosity towards others • Gentle interactions • Patience and understanding • Excellent behaviour and positive attitudes
<p>LOVE</p> <p>Love of Jesus (Our HeartSmart Actions) Matthew 22:36-40 'Love the Lord God with all your heart with all your soul and with all your mind. Love your neighbour as yourself.'</p> 	<p>A strong focus on all of our HeartSmart actions, with specific emphasis on:</p> <ul style="list-style-type: none"> • Positive relationships • High levels of praise • Love and care for others • Learning from mistakes • Fostering a growth mindset & perseverance • Equal opportunity for all pupils • Nurturing positive self-esteem
<p>WORK</p> <p>Work of Jesus (Our Learning Values) Jeremiah 29:11 'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.'</p> 	<p>A strong focus on all of our Learning Values, with specific emphasis on:</p> <p>Making Links</p> <ul style="list-style-type: none"> • Presenting new material using small steps • Providing models • Providing scaffolds for difficult tasks <p>Questioning</p> <ul style="list-style-type: none"> • Asking questions • Checking for understanding <p>Revising</p> <ul style="list-style-type: none"> • Daily, weekly and monthly reviews <p>Interdependence</p> <ul style="list-style-type: none"> • Guiding pupil practice • Obtaining a high success rate • Supporting independent practice

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