SOHO PARISH PRIMARY POLICY
Mental Health & Well-being Policy 2019

Most recent review	Sep 2019	Next review due	Sep 2022
Governor committee responsible	SAW	Written by	Mayowa Akinloye

1. Vision and Values

Jesus said: I have come in order that you might have life – life in all its fullness. John 10:10

Every child deserves to live life to the full. At Soho Parish our curriculum is designed to develop the whole child, promoting artistic, musical, intellectual, physical and emotional development.

The education we offer is stimulating, imaginative, creative and fun, driven by the pupils' interests and needs. Skilled, compassionate and ambitious teaching enables our pupils to develop a 'growth mindset', the courage to take risks in their learning, high expectations for themselves and to make excellent academic progress.

We welcome and value children and families of all faiths and none, motivated by the same passion as our Christian founders, who believed in the power of universal education to improve lives. Each individual has the right to learn and achieve without barriers or ceilings.

But to truly live 'life in all its fullness', means following Jesus' example. We celebrate our gifts and strive to improve ourselves not just for ourselves, but for the benefit of others, as together we seek to build a kind and thoughtful community in which all can flourish.

Values: *Love – Imagination – Courage – Individuality – Community*

2. Why Mental Health and Well-being is important

At Soho Parish Primary School, we aim to promote positive mental health and well-being for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional well-being 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 well-being and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events. In 2017, about 1 in 10 children aged 5 to 16 had a diagnosable mental health need and these can have an enormous impact on quality of life, relationships and academic achievement. In many cases it is life-limiting.

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".*

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 well-being and can help create 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. 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 well-being, we recognise the importance of promoting staff mental health and well-being.

3. Purpose of the policy

This policy sets out:
- How we promote positive mental health.
- How we identify and support children with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems
- Key information about some common mental health problems
- Where parents, staff and children can get further advice and support

4. Definition of mental health and well-being

We use the World Health Organisation's definition of mental health and well-being

'a state of well-being 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'

Mental health and well-being is not just the absence of mental health problems. We want all children/young people to:

- Feel confident in themselves
- Be able to express a range of emotions appropriately
- Be able to make and maintain positive relationships with others
- Cope with the stresses of everyday life
- Manage times of stress and be able to deal with change
- Learn and achieve

5. Whole School approach to promoting positive mental health

Our whole school approach is based on the key principles identified in 'Promoting Children and Young people Emotional Health and Well-being' (2015).

We aim to:

- Create an ethos, policies and behaviours that support mental health and resilience, which everyone understands
- Help children to be resilient learners
- Help children to develop social relationships support each other and seek help when they need it
- Teach children social and emotional skills and an awareness of mental health
- Identify children who have mental health needs and planning support to meet their needs, including working with specialist services
- Work with parents and carers
- Develop staff to support their own well-being and that of the children

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

6. Mindfulness and positive mental health

We offer weekly mindfulness sessions to the children in KS1 and KS2 with our trained mindfulness teacher.

We follow both the **'Mindfulness in Schools- Paws. b'** curriculum and the **'Breathing Space in Schools'** curriculum, as well as tailor made lessons designed by our trained mindfulness teacher.

During these lessons, children will learn about many things, including:

- Specific areas of the brain and how these affect our ability to **focus, make good choices, recognise when we need to steady ourselves** when our body or mind is busy or out of balance.
- Ways that mindfulness can support them in many day-to-day activities, including **concentration** and **memory**, **behavioural self- management**, and in **relationships with family and friends**.
- Ways to **respond rather than react** – and therefore make better choices and **take best care of ourselves.**

7. PSHE and positive mental health

Through PSHE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

EYFS & Key Stage 1 children learn:

- To recognise, name and describe feelings including good and not so good feelings
- Simple strategies for managing feelings
- How their behaviour affects other people
- About empathy and understanding other people's feelings
- To cooperate and problem solve
- To motivate themselves and persevere
- How to calm down
- About change and loss and the associated feelings (including moving home, losing toys or pets)
- Who to go to when they are worried
- About different types of teasing and bullying, that these are wrong and unacceptable.
- How to resist teasing or bullying, if they experience or witness it, who to go to and how to get help

Key Stage 2 children learn:

- What positively and negatively affects their mental and emotional health (including the media).
- Positive and healthy coping strategies
- About good and not so good feeling
- To describe the range and intensity of their feelings to others
- To recognise and respond appropriately to a wide range of feelings in others
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- About resilience
- How to empathise and be supportive of others
- About changes, including transitions (between Key stages and schools), loss, separation, divorce and bereavement
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice- based language), as well as how to respond and ask for help if they are victims of this themselves
- About the importance of talking to someone and how to get help

8. Staff roles and responsibilities

All staff have a responsibility to promote the mental health and emotional well-being of pupils. Staff with a specific, relevant responsibility includes:

- **Louise Ritchie** - Head teacher/ Designated Safeguarding Lead
- **Mayowa Akinloye**- Deputy Head/ SENCo/ Mental Health Lead/ Mental Health First Aider
- **Hannah Peaty**- Curriculum Lead/ Mindfulness Teacher/Mental Health Lead/ Mental Health First Aider

- **Rosie Malton**- PSHE Coordinator/ Pastoral Care lead / Mental Health Lead/ Mental Health First Aider
- **Sharon Burns** – Learning Mentor / Mental Health First Aider
- **Ezgi Kaya**- Emotional Literacy Support Assistant/ Mental Health First Aider

9. Identifying, referring and supporting children with mental health needs

Our approach:

- Provide a safe environment for children to express themselves and be listened to.
- Ensure the welfare and safety of the children is paramount
- Identify appropriate support of children based on their needs
- Involve parent and carers when their child needs support
- Involve children in the care and support that they have
- Monitor, review and evaluate the support with children, parents/carers and external agencies

10. Early identification

At Soho Parish, we aim to identify children with mental health needs as early as possible. We do this in a variety of ways including:

- Staff report concerns about individual children to the relevant lead persons
- Worry boxes in each class for children to raise concerns, which are checked by the class teachers
- Pupil progress reviews
- Inclusion referrals
- Gathering information from previous school at transfer
- Home visits in EYFS
- Enabling children to raise concerns to any member of staff
- Enabling parents and carers to raise concerns to any member of staff

Mental health first aiders are trained on types of mental health needs, the risk factors and signs that might mean a pupil is experiencing mental health problems.

These signs might include:

- Isolation from friends, family, and becoming socially withdrawn.
- Changes in activity, mood, or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm.
- Expressing feelings of failure, uselessness or loss of hope.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour, which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development

If there is a concern that a pupil is in danger of immediate harm then the safeguarding procedures are followed. If there is a medical emergency then the School's procedures for medical emergencies are followed.

11. Intervention and support including specialist services

At Soho Parish, we have a *'Mental Health Offer' appendix 1*, which outlines the various interventions we have to promote good mental health and support children's mental health

In some cases a pupil's mental health need requires support from a specialist service. These might include anxiety, depression, self-harm or eating disorders. At Soho Parish, we have access to a range of specialist services. School referrals to a specialist service will be made by a member of the 'Mental Health Team' in consultation with the pupil's parent/ carer.

Main Specialist Service	Referral process
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
Educational Psychologist	Accessed through the SENCo
Family Therapist	Accessed through the Mental Health Lead or SENCo

12. Supporting and Training staff

We want all staff to be confident in their knowledge of mental health and well- being and to be able to promote positive mental health and well-being, identify mental health needs. Our Mental Health leads are qualified 'Mental Health first aiders' and our staff regularly attend training on promoting positive mental health.

Supporting and promoting the mental health and well-being of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance, such as once a week breakfast club, yoga, mindfulness drop in and 'well-being day'. Staff also have access to the Family therapist, Educational psychologist and Westminster's counselling service.

Soho Parish School Mental Health and Well-being offer

2019-2020

Universal	Targeted	Specialist
- Weekly mindfulness lessons - Mindfulness lunch time club - Weekly circle times - Weekly PSHE lessons - Worry boxes in class - Weekly PE lessons - Well-being week - Well – being champions - Campaigns and assemblies to raise awareness and promote well-being - Reflective assemblies at St Anne's church - Restorative practices that encourage children to be emotionally intelligent - Sensory boxes in all classrooms - Access to the sensory room - Zones of regulation	- Learning mentor - Emotional Literacy Support Assistant (ELSA) - Transition programmes (Y6) - Young Sports Leader Program (Y6) - Personalised timetables - Talk about intervention – to improve children's communication skills around dealing with issues and resolving conflict - Nurture groups - Specialist input from trained sports coaches - Parent Coffee mornings - Parent workshops with a focus on promoting positive mental health	- Family therapist - Input from Educational psychologist - Child and Adolescent Mental Health Service (CAMHS)

• Active week • Lunchtime clubs – build community across KS2 • Promoting healthy eating. Lessons with school chef • Open door policy	• Healthy eating workshops with school nurse • Sleep workshops with educational psychologist	

Appendix 2: Risk and protective factors that are believed to be associated with mental health outcomes (taken from Mental Health and Behaviour in schools DfE November 2018)

	Risk factors	Protective factors
In the child	- Genetic influences - Low IQ and learning disabilities - Specific development delay or neuro-diversity - Communication difficulties - Difficult temperament - Physical illness - Academic failure - Low self-esteem	- 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	- 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	- 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	• 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	• 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	• 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	• 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

Appendix 3: For support on specific mental health needs

Anxiety UK www.anxietyuk.org.uk OCD UK www.ocduk.org
Depression Alliance www.depressoinalliance.org
Eating Disorders www.b-eat.co.uk and www.inourhands.com
National Self-Harm Network www.nshn.co.uk
www.selfharm.co.uk
Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

For general information and support

www.youngminds.org.uk champions young people's mental health and
wellbeing
www.mind.org.uk advice and support on mental health problems
www.time-to-change.org.uk tackles the stigma of mental health
www.rethink.org challenges attitudes towards mental health