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| Adobe Systems | **Barrow CE Primary School Governing Body****Wellbeing and Mental Health Policy****March 2023** |

**Statement of Intent**

At Barrow CE Primary School we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We intend to provide every pupil with opportunities to develop and to help them understand their mental, social and physical wellbeing. We aim to encourage wellbeing and a mentally healthy environment through:

* Our school values
* Creating a listening culture
* Providing opportunities to develop a sense of worth and celebrating academic and non-academic success
* Enabling access to appropriate support.

**Scope and implementation of policy**

We recognise the importance of staff and children learning about what they can do to maintain their wellbeing and positive mental health, and knowing where they can go if they need help and support and aim to promote this by:

* Creating and implementing policies and behaviours that support mental health and well-being across the school community.
* Helping children to feel comfortable about sharing any concerns or worries through an open culture which acknowledges the importance of mental health.
* Promoting self-esteem and resilience for staff and children.
* Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
* Supporting and training staff to develop their skills.

**Roles and responsibilities**

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

Headteacher: Mr P Hudson

Wellbeing and Mental Health Lead: Mrs R Goodwin

Wellbeing and Mental Health Governor: Mrs J Tillotson

SENDCO: Mrs R Goodwin

The Wellbeing and Mental Health Lead (MHL):

* Works with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
* Works with the HT to ensure that ongoing support to staff is available to enable them to nurture their own mental health and wellbeing
* Works with the PSHE leader to develop and implement teaching about mental health and wellbeing.
* Provides advice and support to staff and organises training and updates.
* Liaises with the SENDCo to identify appropriate mental health and other educational support services and to make individual referrals to them.
* Liaises with the Wellbeing and Mental Health Governor for support from Governors in carrying out the above.

**Teaching children about mental health and wellbeing**

The skills, knowledge and understanding needed by children to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum (attached as Appendix A).

The specific content of lessons will be determined by the specific needs of each cohort.

Support through appropriate targeted approaches will also be available for individual children or groups of children.

The school will make use of resources to assess and track wellbeing as appropriate.

**Early identification and warning signs**

Factors that may be contributing to a child’s poor mental health or decline in wellbeing may include:

* Attendance or punctuality
* Relationships
* Approach to learning
* Physical indicators
* Negative behaviour patterns
* Family circumstances
* Recent bereavement
* Health indicators

Warning signs for teaching and support staff and parents and carers to look out for as possible indicators that a child is experiencing mental health or emotional wellbeing issues may include:

* Changes in eating/sleeping habits
* Becoming socially withdrawn
* Changes in activity and mood
* Talking about self-harm or suicide
* Expressing feelings of failure, uselessness or loss of hope
* Repeated physical pain or nausea with no evident cause
* An increase in lateness or absenteeism

Note: Staff are not expected to diagnose mental health conditions or perform mental health interventions.

**Reporting mental health and wellbeing concerns**

Through this policy, it is intended that staff, children and parents and carers are aware of what support is available within the school and how to access further support.

* All concerns relating to children should be reported to the MHL who will liaise with the class teachers and SENDCO as appropriate to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.
* Concerns relating to staff and other members of the school community may be reported to the MHL, the HT, or the governor responsible as appropriate who will ensure that the support required is put in place.
* Parents or carers can approach their child/children’s class teacher if they have mental health concerns and these will be passed to the MHL for assessment and advice on action.

When a concern relating to a child has been raised, the MHL and/or SENDCO may:

* Where appropriate, contact parents/carers to discuss the concerns or outcome of any assessment.
* Consider and initiate any relevant referrals to external agencies.
* Signpost parents/carers to further information or provide resources to take away.
* Create a chronology of actions and events.
* Agree mental health care and protection plan where appropriate including clear next steps.
* Discuss how parents can support their child through strategies or signposts to parenting support groups.

**Working with specialist services**

As part of our targeted provision, the school will work with other agencies to support children’s emotional health and wellbeing for example:

* Educational Psychology Services
* CAMHS (child and adolescent mental health service)
* Children’s and Family Services

**Training and supporting staff**

Staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe.

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 to developing situations with one or more pupils.

**Links to other policies**

This policy links to our Safeguarding Policy, Anti Bullying Policy, SEND Offer, and our Behaviour Policy.

Further help and resources may be found in the DfE Guidance: *Mental Health and Wellbeing resources for teachers and teaching staff* (June 2021)

**Monitoring and evaluation**

The Mental Health and Wellbeing Policy will be published on the school website. Hard copies are available on request.

**Review**

This policy will be reviewed every three years.

NEXT REVIEW DATE: Spring Term 2026

**Appendix A**

PSHE Curriculum