Iveson
Primary School
Where aspirations soar

Supporting Children's Mental Health and Wellbeing Policy

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1. Intent Statement

Iveson Primary school is a two -form entry school in a suburban area of Leeds. We have a strong community ethos and promote a caring, supportive environment in which each individual is valued and respected. We have high expectations for all and aspire to achieve excellence. Iveson Primary School recognises that all children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

Iveson Primary firmly believes that good mental health is essential for our children to effectively access their learning and meet their aspirations therefore, we are committed to raising awareness, increasing understanding and providing a place where all children and young people feel safe, secure and able to achieve and experience success and well-being. Through a consistent approach the school proactively promotes mental wellbeing through environment, ethos and curriculum design to ensure the children develop the resilience, curiosity and life skills they need to succeed and maintain positive mental health.

Our curriculum is designed around our Iveson Essentials all of which are key to the development and maintenance of good mental health

- **ENVIRONMEN**T – ensuring school is a safe space that provides a rich learning environment
- **INNOVATION** – celebrating creative ways to solve problems,
- **CURIOSITY** – question the world around you
- **COMMUNITY** – fostering a sense of belonging within our community and the wider world.
- **EXPERIENCES** – providing opportunities and widening possibilities
- **RESILIENCE** – Empowering children to take risks and manage expectations

At Iveson Primary School we will:

Implement a coordinated approach that recognises and supports positive mental wellbeing universally and consistently throughout our community ensuring an ethos that 'mental health is everyone's business'

Ensure all children have the skills to achieve and maintain positive mental wellbeing as part of their daily routine.

Ensure all staff are confident in knowing how to support children to achieve positive mental wellbeing and are able to recognise emerging issues early.

Ensure families are involved as appropriate in the support which we put in place.

Ensure that we work with external agencies to provide swift access and appropriate referrals to best support the children in our care.

Work with our wider community to pro-actively support positive mental health.

2. Policy statement

At Iveson Primary School we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

Mental Health can be defined as:

'Mental health is a state of wellbeing and our ability to respond to challenges'

At Iveson Primary we know that there are risk factors that can impact on mental health and we actively seek to minimise these and provide protective factors to support mental wellbeing

This policy outlines the protective factors that are in place at Iveson Primary School to promote positive mental health at whole school level and the strategies in place to support children who may at some point experience a deterioration in their mental health.

3. Scope

This policy is intended to:

- Provide guidance to school staff on our school's approach to promoting positive mental health and wellbeing across all communities in the school
- Inform pupils and parents about the support that they can expect from the school in respect of supporting mental health and wellbeing

Read this policy in conjunction with:

- SEND and Inclusion Policy
- Behaviour Management Policy and Written Statement of Behaviour Principles
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy

4. Iveson Primary School aims

A mentally healthy environment which 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 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
- Have support at key times in their school life i.e., transition within and to other schools

A mentally healthy environment where staff:

- 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 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

5. Legal basis

This policy was written with regard to:

- The Equality Act 2010
- The Data Protection Act 2018
- Articles 3 and 23 of the UN Convention on the Rights of the Child

6. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the Designated Leader for Safeguarding – Hayley Marshall (Headteacher) or one the Deputy DSL's – Mandy Scott. Karen Landa or Joanne Sykes.

In order to ensure that positive mental health sits at the core of all we do we have a dedicated team consisting of

- Hayley Marshall – Headteacher and Senior Mental Health Lead,
- Karen Landa – Assistant Head of Inclusion, Leigh Rhodes – Nurture Lead,
- Mandy Scott – Parental Involvement Worker.

In addition, we have three Adult Mental Health First Aiders – Mandy Scott, Aimee Wigglesworth and Ann-Marie Ord.

7. Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

Changes in mood or energy level

Changes in eating or sleeping patterns

Changes in attitude in lessons or academic attainment

Changes in level of personal hygiene

Social isolation

Poor attendance or punctuality

Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure

Abuse of drugs or alcohol

Weight loss or gain

Secretive behaviour

Covering parts of the body that they wouldn't have previously

Refusing to participate in P.E. or being secretive when changing clothes

Physical pain or nausea with no obvious cause

Physical injuries that appear to be self-inflicted

Talking or joking about self-harm or suicide

8. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow the school's safeguarding policy and pass on all concerns to the Designated Safeguarding Leads. All disclosures are recorded and stored on CPOMs

When making a record of a disclosure, staff will include:

The full name of the member of staff who is making the record

The full name of the pupil(s) involved

The date, time and location of the disclosure

The context in which the disclosure was made

Any questions asked or support offered by the member of staff

9. Confidentiality

Staff should not promise a pupil that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing

The support put in place for the pupil will be dependent on the member of staff being at school

Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures - this will usually be the Designated Safeguarding Leader or Deputy DSLs.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

Who they will share the information with

What information they will share

Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents will be informed unless there is a child protection concern. In this case the Safeguarding Policy will be followed.

10. Supporting pupils

The School Offers a graduated approach to meet individual needs please see Appendix One

11. Supporting and collaborating with parents and carers

We will work with parents and carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support

12. Support for staff

We recognise that supporting a pupil experiencing poor mental health can be distressing for staff. To combat this, we will:

- Create a supportive work environment
- Speak openly about mental health and take mental health concerns seriously
- Promote awareness of staff access to Employee Assistance Program – VIVUP
- Offer termly Wellbeing support sessions to all school-based staff.

Equality Impact Assessment

		Yes/ No	Comments

1.	**Does the policy / guidance affect one group less or more favourably than another on the basis of:**		
	▪ **age**	No	
	▪ **disability**	No	
	▪ **gender reassignment**	No	
	▪ **marriage and civil partnership**	No	
	▪ **pregnancy and maternity**	No	
	▪ **race**	No	
	▪ **religion or belief**	No	
	▪ **sex**	No	
	▪ **sexual orientation**	No	
2.	**Is there any evidence that some groups are affected differently?**	No	
3.	**If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?**	No	
4.	**Is the impact of the policy/ guidance likely to be negative?**	No	
5.	**If so, can the impact be avoided?**	n/a	
6.	**What alternatives are there to achieving the policy/ guidance without the impact?**	n/a	
7.	**Can we reduce the impact by taking different action?**	n/a	