St John and St Nicolas Schools Federation

For the good of all through curiosity, creativity and love

Policy Title:	**Mental Health and Wellbeing**
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1.2				
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1.4				

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St John and St Nicolas Schools Federation
Mental Health and Wellbeing Policy

At St John and St Nicolas Schools Federation, our vision is 'For the good of all – through curiosity, creativity and love.' This vision inspires everything that the federation does. It applies equally to all the federation's policies with the intention that our policies impact as fairly and positively as possible to meet the needs of all members of our schools' community.

Our federation vision i is particularly important when considering mental health and wellbeing – if everyone is mentally healthy, the whole community benefits.

1: Why is Mental Health and Wellbeing so important in our schools?
We aim to promote positive mental health and wellbeing for our whole school community: pupils, staff, parents and carers, and recognise how important mental health and emotional wellbeing 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 wellbeing and can affect their learning and overall achievement in school. Everyone experiences life challenges that can make them vulnerable and at any time, anyone may need additional support to maintain good mental health.

1 in 10 children aged between 1 and 15 have a clinically recognisable mental disorder in any one year and 1 in 4 adults will experience mental health difficulties in their lifetime.

Our role in school is to ensure that everyone is able to manage times of change and stress, to be resilient, and to feel supported to reach their full potential, by being able to access

help whenever they may need to. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can reduce the stigmas and where they can go if they need advice and support.

All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody and all adults have the right to work in a similar environment.

2: Purpose of the Policy
This policy details:

- How positive mental health is promoted across the federation for staff and children
- How pupils with mental health needs are identified and supported
- Where parents, staff and pupils can obtain advice and support as well as develop their understanding of common mental health issues.

3: Roles and Responsibilities
All staff have a responsibility to promote positive mental health and have the understanding and training to ensure that they can identify early warning signs.

Our Mental Health Leads will take the role of ensuring that staff are trained to notice warning signs in children and what can they can do to support them. They will also ensure that all staff have training to manage their own mental health and can access support when required.

4: Promoting positive mental health
Our schools promote a culture of support through:

- A strong cross-federation ethos that reflects our Vision
- Clear policies
- ELSA (Emotional Literacy Support Assistant) support
- Understanding all of our children and identifying their individual needs
- Encouraging positive and caring relationships
- Encouraging resilience in our children

Our federation promotes the involvement of parents and carers through:

- Regular opportunities for feedback through questionnaires
- Share and celebrate sessions
- Structured meetings for parents whose children require additional support
- Involvement in school trips and extracurricular activities
- Open door policies allowing parents the flexibility to talk with staff when necessary
- Liaison with the Mental Health Support Team (MHST)

Our federation enhances pupil motivation and learning through:

- Consistent support for vulnerable children
- Challenging opportunities for pupils of all abilities
- An exciting and varied curriculum
- Recognising a range of learning styles
- Encouraging independence in learning

- Promoting pupil voice through our school council, wellbeing champions and worship leaders
- A clear PSHE curriculum
- Opportunities for self-reflection and restoration
- Providing opportunities to build resilience

Our federation enhances staff motivation and professional development through:

- Whole school training
- Appropriate external training
- Clear policies and procedures
- Provision of non-contact time and time for subject leader development
- Performance management to support staff

5: Supporting mental health needs

Our federation has identified a range of strategies to support early mental health needs:

- Robust transition from infant to junior and on to secondary school
- Wellbeing days in school
- The importance of physical health – the daily mile
- Friendship groups/social skills groups
- ELSA support
- Lunchtime clubs
- Early intervention through the Mental Health Support Team (MHST)
- Working with parents to support children through early identification
- Our Family Support Worker (FSW) to work with families in need
- Introduction of Wellbeing Ambassadors within school

6: Mental Health Support Team (MHST)

Our school is working with the MHST to offer support to children and families through early identification of mental health needs. The MHST also provide training for our staff on early identification and the work that they can do.

MHSTs utilise a multi-tiered early intervention approach delivering evidence-based interventions within schools for **mild to moderate mental health concerns**. This, for example, could include mild to moderate anxiety and/or low mood.
They work **as part of a graduated response** to support and therefore the expectation is that school based interventions have been implemented prior to MHST involvement.
The **interventions are short-term** (6-8 weeks long) that aim to help CYP and their families feel more able to self-manage their feelings and mental health.

7: Supporting and training staff

We want all staff to feel confident in their knowledge of mental health and wellbeing and able to promote positive mental health and wellbeing.
Our Mental Health leads are the first contact for all staff for further information and advice.
Staff are provided with training on specific mental health needs, dealing with children and dealing with their own mental health.

Supporting and promoting the mental health and wellbeing of staff is essential and we work with staff to support this. Reduced marking policies, meetings within the school day and staff suggestion boxes all contribute towards this.

8: Significant Concerns/Emergency Support

If a member of staff is concerned about the mental health and wellbeing of a child or colleague, in the first instance, they should speak to the senior leadership team, designated safeguarding lead or mental health lead. If there is a concern that the child is high risk or in danger of immediate harm, the schools' child protection procedures will be followed. If the child or adult presents as being a high risk, emergency medical procedures should be followed including involving mental health services or emergency services as appropriate.

9: Further support and information

Further information on how to support children with mental health concerns can be found on our website.