



BROADWAY JUNIOR SCHOOL

Mental Health and Wellbeing Policy

September 2022

Review Date: September 2023

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Aims/Intent

At Broadway Junior School, we aim to promote positive mental health and wellbeing for our whole school community (children, 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 achievement. We define mental health and wellbeing at Broadway in the same way as the World Health Organisation: *'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.'*

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. Our role in school is to ensure that children are able to manage times of difficulty, 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.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where children feel happy and safe. At Broadway we want children to feel able to talk openly with trusted adults about their problems without feeling any stigma. We therefore aim to create an open and positive culture that encourages discussion and understanding. We take a whole school approach to promoting positive mental health that aims to help children become more resilient and to prevent problems before they arise.

This includes:

- Creating an ethos that supports mental health and resilience which everyone understands.
- Helping children to develop and understand what makes positive, healthy social relationships.
- Helping children to be resilient.
- Teaching children social and emotional skills and an awareness of mental health.
- Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist staff and services.
- Effectively working with parents and carers.

Teaching about mental health and wellbeing

The skills, knowledge and understanding needed by our children to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the needs of the cohort, but all year groups follow the PSHE Association guidance to ensure mental health and emotional wellbeing issues are taught in a safe and sensitive manner.

Our Mental Health Lead will signpost staff to relevant and useful sources throughout the year to support mental health and wellbeing within individual classrooms and to support themed days throughout the year such as Children's Mental Health Week. Sources may come from: Action for Happiness, Anna Freud, Mentally Healthy Schools, Young Minds, Place2Be etc.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community, which in turn enables them to become more mature, independent and self-confident. We aim to go above and beyond statutory framework to ensure our children are skilled and equipped to deal with life after Broadway and we hold wellbeing at the centre of all we do.

Through the KS2 curriculum, children will 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 feelings.
- 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 motivate themselves and bounce back if they fail at something.
- How to empathise and be supportive of others.
- 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.
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.

Responsibilities

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early

warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

Any member of staff concerned about a pupil will take this seriously and talk to the Senior Leaders, Mental Health Lead or the SENDCO.

Signs might include:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Wearing long sleeves in hot weather.
- Drugs or alcohol misuse.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

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 school's child protection procedures are followed. If there is a medical emergency then the school's procedures for medical emergencies are followed.

In some cases a pupil's mental health needs requires support from a specialist service. These might include anxiety, depression, self-harm and eating disorders.

We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the child's individual plan.

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

Where the need to do so becomes evident, we will host twilight 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 our Mental Health/Pastoral Support Team, who can also highlight sources of relevant training and support for individuals as needed.

Involving children

We seek pupil's views about our approach, curriculum and in promoting whole school mental health activities. Pupil voice activities, surveys and our School Council Team are used to gather the opinions of pupils.

Supporting and training staff

We would like all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help. We have a strong Mental Health/Pastoral Support Team in school with a range of expertise, as well as a qualified 'mental health first aider'.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance.

Signed:



Mrs C Johnson, Headteacher



Mrs V Walton, Chair of Governors