

Hartford Junior School



Mental Health and Wellbeing Policy

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Mental Health and Well-being Policy

1.0 Vision and values

At Hartford Junior School we place great importance on the mental health and well-being of members of our school community. We are committed to taking steps to promote this wherever possible. This policy has been created in accordance with the CAM Academy Trust Mental Health and Well-being Framework 2021 and seeks to outline how we at Hartford Junior School (further referred to as HJN) promote positive mental health and well-being (herein abbreviated to MHWB) for all.

- At HJN we are a cohesive, nurturing and forward thinking community.
- We nurture the well-being and positive mental health of both our staff and pupils
- We strive to be forward thinking by being at the forefront of the government's recommendations for mental health provision in schools as we believe this will not only create a stronger, healthier community but also enable our children to develop our core school values of compassion, resilience, care (including self-care) and be equipped for life beyond school.

Further detail of how our MHWB policy sits within the Trust wide values can be found on the MHWB framework document.

1.1 Defining mental health and well-being

In order to understand and best meet the needs prevented by poor mental health it is important to have a shared understanding of what we mean by mental health both within our school and Trust.

We use the WHO definition of mental health:

*“**Mental health** is defined as a state of well-being in which every individual realizes 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.” WHO 2013*

We understand MHWB as a spectrum rather than a fixed state of being. We all experience positive and negative mental health and move within this spectrum when faced with challenges, change, poor health etc.

1.2 Approach to promoting positive mental health and well-being

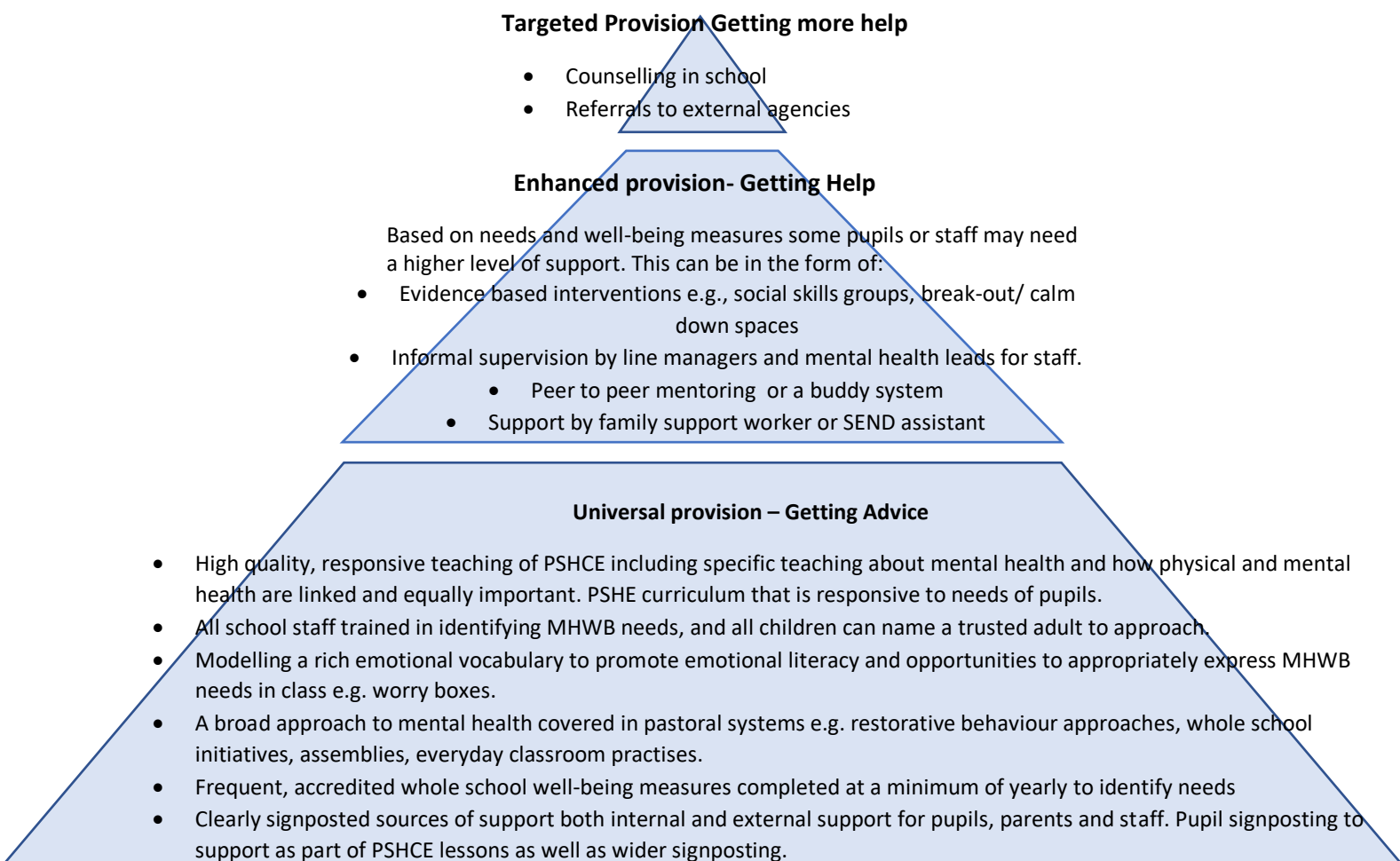
At HJN we understand the importance of knowing our children and families really well and working collaboratively as a team. As such we recognise we are in a good position to identify changes in pupil and staff mental health through the everyday relationships we have in our school community.

At HJN we work to a graduated model of support and responsibility when it comes to pupil and staff MHWB. This aligns with our statutory responsibilities outlined in the SEND code of Practise (2015) and also research by the department for Education(2018) and National Children’s Bureau (2016).

We believe that equipping all children and young people with skills and knowledge regarding mental health, and signposting them to sources of support before they are needed is good practise and empowers the children in our care to take ownership promoting their mental health in the context of supportive relationships.

Our graduated response is as follows

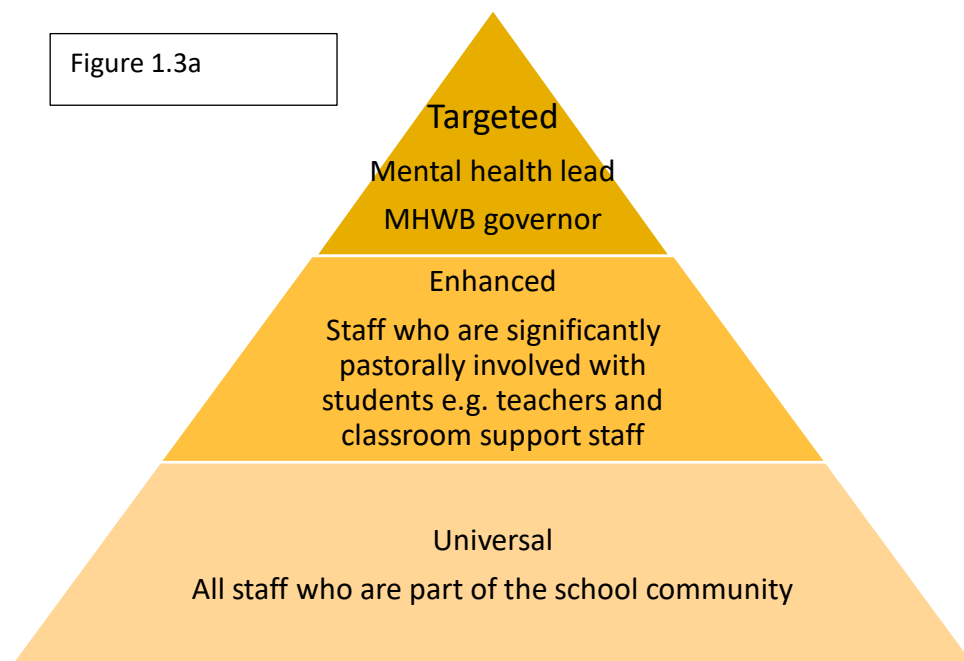
Figure 1.2;



1.3 Roles and Responsibilities

At HJN we believe that 'Mental Health is everyone's business' (Place2be:2021). We believe all staff, whether admin, site support or those with daily contact with pupils have a role in supporting pupil and colleague well-being. In order to ensure the graduated model is effective- clearly defined roles and appropriate training needs to be delivered to staff in a further graduated model (illustrated in figure 1.3a)

Figure 1.3a



1.31 Universal responsibilities

At HJN all staff who are part of the community will;

- Have a basic awareness of how to promote pupil MHWB and their own MHWB
- Feel confident spotting the signs of poor mental health in pupils and other staff
- Identify risk factors and protective factors that impact mental health and barriers for certain vulnerable groups when it comes to accessing MH support
- Understand their own role and responsibilities, and those of others (who to refer to) when concerns arise over a pupil's mental health
- Understand the crossover between MHWB needs and safeguarding and pass on concerns to the Designated Safeguarding Lead or Deputy in line with our safeguarding policy.
- Reflect on how their own beliefs, attitudes and experiences influence their approach to mental health
- Be proactive in implementing recommendations from MH lead and taking opportunities for continued professional development in the area of MHWB

1.32 Supporting staff with these responsibilities

In order for staff to fulfil their responsibilities at this universal tier the following support and training will be provided

- Have access to an up to date copy of this MHWB policy and the supporting CAM Trust framework
- Receive regular training on areas of MHWB and good practices that promote it from external, quality assured training providers.
- Have regular opportunities to discuss pupil mental health in team meetings, pupil progress meetings and be confident of pathways for seeking support (see Appendices)
- Receive informal supervision as needed from HJS' mental health leads Karen Brooks and Charlotte Deaves
- Training in the use of well-being measures for pupils
- Staff's MHWB will be supported through line manager meetings, performance management reviews and at least annual well-being measures (WHEMS scale).

1.4 Class teacher responsibilities

At HJN we are a nurturing and caring community and class teachers hold responsibility for creating a safe, positive learning environment for each child. Class teachers are those who consistently spend most time with the children in their care and as referred to in section 1.2. are well placed to identify MHWB needs.

Class teachers should therefore

- Be able to identify some common MHWB needs such as anxiety, depression, self-harm, suicidal thoughts and that these presenting needs will need provision being put in place.
- The pathway at HJN for first identify and raising concerns about a child's MHWB and what actions to take themselves and when referrals to the pastoral team are needed.
- Some common external charities or services that they can signpost to parents and pupils if a child is showing poor MHWB.
- Use every-day practises that develop the emotional literacy and resilience of the children in their class in addition to what is taught in the PSHCE/ pastoral curriculum.
- Understand the impact of attachment, adverse childhood experiences, trauma and loss and use a TIA to behaviour management.
- Prioritise positive behaviour management approaches in line with HJN Behaviour Management Policy.
- Model active listening and good communication skills with pupils and other staff.
- Regularly reflect on their competency for dealing with MHWB matters, pursue appropriate CPD opportunities and reflect on their own MHWB through informal supervision/ coaching.

The mental health leads will support class teachers in upholding these responsibilities.

1.5 Designated Mental Health Lead responsibilities

Following the recommendation of the DfE in their 2017 Green Paper 'Transforming Children and Young People's mental health' the designated mental health lead at HJN is Karen Brooks who is also DDSL and Parent Inclusion Officer. The Trust MHWB framework recommends the DMHL is a member of the senior leadership team, Charlotte Deaves fulfils this role. Charlotte Deaves is also the SENDCo and so ensures that mental health provision appropriately meets the needs of pupils at HJN, informed by Karen Brooks.

Specifically, the DMHL is responsible for

- Championing a culture which promotes positive MHWB for staff and pupils
- Use age appropriate, evidence-based well-being measures at least annually to identify pupil and staff well-being needs and feed data from this into provision and policy in a strategic way.
- Co-ordinating and overseeing staff CPD when it comes to MHWB to equip staff to fulfil their responsibilities well.
- Attending Trust wide and local mental health forums and cascading this knowledge to other members of staff
- Regularly completing the Training needs analysis to identify own gaps in knowledge and support other staff doing the same.
- Planning and help implementation of non-clinical, evidence based, MHWB interventions at a universal and enhanced level based on school data.
- Offering informal supervision to staff in school and regularly engage with external supervision through YMCA Trinity Group or equivalent.
- Cascading knowledge of basic MHWB awareness and signposting support to parents and carers
- Working alongside specialised external providers where targeted mental health support is required and monitor the effectiveness of this additional provision

1.6 Senior Leadership responsibilities.

At HJN the senior leadership team, primarily the headteacher, Steve Davis, take on the following responsibilities when it comes to MHWB

- Promote a whole school ethos that champions MHWB
- Support the DMHL implementing school action plans and strategies when it comes to MHWB
- Ensure cohesion between this policy and other policies e.g. safeguarding, behaviour, health and safety etc. and that these policies reference and promote positive mental health practises.
- Evaluate efficacy of pastoral, PSHCE curricula and universal tier MHWB provision
- Facilitating supervision or other relevant pastoral support for members of staff who are closely supporting pupils with high MHWB needs.

1.7 Governor responsibilities

At HJS the named governor for MHWB is Ryan Armes. The governor alongside the Senior leadership team and DMHL will

- Suitably evaluate MHWB provision across the school and ensure it remains a priority.
- Ensure that MHWB trends, needs and data are on the Full Governing Body agenda at least annually
- Attend any relevant MHWB training as pertains to their role and work collaboratively with other MHWB named governors across the trust.

1.8 Working with parents and carers

At HJN we pride ourselves on our parent partnership and understand the importance of a consistent approach to promoting MHWB at home and at school. At HJN we will work with parents and endeavour to;

- Make all parents aware of the pathways available for further support in school, ensuring they know which named adult to approach if they have concern for their child's MHWB.
- Signpost some external sources of support for MHWB on our website e.g. helplines, forums and further reading materials.
- Publish this policy on the website for all parents to access and work in a consultation process when this policy is reviewed
- Inform parents of mental health knowledge being taught in PSHE and pastoral curricula by means of newsletters, knowledge organisers, parent hub communications and curriculum overviews and share strategies that can be followed at home as they are in school.
- Signpost parents to further sources of support for the MHWB needs of their child and their parenting skills when it comes to MHWB. This may be through materials on the school website, parenting courses, sharing of nurture group targets, information at parents evenings or New Starter induction evenings etc.
- Communicate clearly with parents and arrange meetings between parents and class teachers as concerns about a pupil's MHWB needs arise (see pathway Appendix 2)
- Carefully consider the context and timing of meetings held to discuss a pupils MHWB needs taking the needs of the family as a whole and the parents into account.

1.9 Pupil voice

At HJN one of our values is care (including self-care), we believe that by involving a child in the support they receive for their MHWB it encourages self-reflection and helps them to understand their needs and take steps to meet them.

At HJN if a teacher has concerns about a child's MHWB one of their first actions is to discuss with the child what support they feel they would like. Pupil perspective on their own MHWB will be part of the annual well-being measure and school council will have MHWB matters on the agenda at least once a term to feed into whole school MHWB provision.

2.0 Staff Well-being

As Dr. Lori Desautels states, "A dysregulated adult cannot regulate a dysregulated child".

For staff at HJS to be most effective at promoting the MHWB and academic progress of pupils their own MHWB needs are highly significant. In order to promote staff well-being at HJS we;

- Prioritise connection and belonging (within the staff team) and CPD as protective factors for staff MHWB.
- Signpost sources of support to staff generally e.g. info in staffroom or specifically through conversations with DMHL or team leaders.
- Arrange supervision or support staff in arranging counselling as needs arise.

- Create opportunities for staff to voice their MHWB needs through team meetings, performance management reviews, annual well-being measures.
- SLT have an open door policy to create a culture of accessibility and community.
- Provide a staffroom as a place where staff can have a break.
- Ensure channels of communication and staff expectations are clear to reduce stress arising from uncertainty or ambiguity.
- Encourage staff to take ownership of their workload by responding to work emails at reasonable times (e.g. putting out of office on), flexible working arrangements, e.g. taking PPA at home etc.
- We regularly review in school policies e.g. marking and feedback policy, teaching and learning policy to see how workload can be appropriately managed.
- We have regular social activities as teams and whole staff to promote well-being.
- Staff achievements are celebrated and staff are encouraged to pursue CPD in their areas of interest or skill.
- We work with colleagues across the trust to develop curriculum and pedagogies that reflect good practise and share resources thus reducing workload.
- Put in place suitable risk assessments to protect the physical and mental health of staff.