



Mental Health & Wellbeing

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Agreed by Health & Wellbeing Champion:	J Bogges



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Introduction

Leicester City Primary PRU aims to facilitate a healthy life in which both pupils and staff are supported in developing strength, resilience and resourcefulness to meet the challenges of everyday life. This policy sets out how the school promotes pupil and staff wellbeing, with particular attention paid to their mental and emotional health which is at the heart of everything we do within our school community.

It is especially important to note that this is a responsibility shared by all, including pupils' parents/carers and the SEMH team who are responsible for referring the majority of pupils to our school. This goes alongside the many measures in place for identifying, monitoring and supporting anyone with mental health issues, and the school with facilitate professional support from medical professionals and external agencies.

This policy is designed to be read alongside the Staff Health and Wellbeing programme. The policy has been written drawing on the following specific guidance and material:

- Mental Health and Behaviour in Schools, DfE, March 2016
- Promoting Children's Mental Health within the Early Years and School Settings, DfES, June 2001
- Healthy Minds: Promoting emotional health and well-being in schools, Ofsted, July 2005
- Mental Health in Schools, Mark Prever, British Association for Counselling and Psychotherapy, 2006
- Counselling in Schools: a blueprint for the future, DfE, March 2015
- Keeping Children Safe in Education, September 2019
- Working Together to Safeguard Children, 2018

Purpose of a Mental Health and Wellbeing Strategy

At the heart of the aims and values of Leicester City Primary PRU is a commitment to allow each individual to thrive, becoming 'a first-class version of themselves, not a second-class version of someone else'. Having a strong sense of one's own identity and an assured self-confidence are integral to the provision of education at Leicester City Primary PRU.

We have a strong nurturing and caring ethos, and our approach is respectful and kind, where each individual and contribution is valued. At our school we know that everyone experiences life challenges that can make us vulnerable and, at times, anyone may need additional emotional support. We take the view that positive



mental health is everybody's business and that we all have a role to play in supporting each other.

At our school we:

- Help children to understand their emotions and feelings better;
- Help children socially to form and maintain friendships and relationships;
- Help children and staff feel comfortable sharing any concerns or worries;
- Promote self-esteem and ensure that everyone knows they matter;
- Encourage everyone to be confident and 'dare to be different';
- Help children understand that physical and mental health are of equal importance;
- Support children and staff to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment by:

- Promoting our school values and encouraging a sense of belonging;
- Promoting pupil voice, parent/carer voice and staff voice, along with opportunities to participate in decision making;
- Celebrating academic and non-academic achievements;
- Providing opportunities for all to develop a sense of worth through taking responsibility for themselves and others;
- Providing opportunities for all to reflect and self-evaluate;
- Providing access for both pupils and staff to appropriate support that meets their needs.

We pursue our aims through:

- Universal, whole school approaches, eg our nurturing ethos, restorative practices;
- Support for pupils and staff going through recent difficulties including bereavement;
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties, including attachment disorder;
- Prioritising staff health and wellbeing through specific training, supervision, Wellbeing Wednesdays, Mental Health Day etc (see Staff Health & Wellbeing Programme).

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of everyone at Leicester City Primary PRU, staff with a specific, relevant remit include:



- Nicola Anderson – Designated Safeguarding Lead
- Jane Bogges – Health and Wellbeing Champion
- Richard Hall – Health and Wellbeing Governor
- Krishna Sameja – PSHE Subject Lead
- Mairead Richards & Amarjit Dhillon – Mental Health First Aiders
- Zaheera Omar-Davies, Mairead Richards, Eleanor Blockley & Jane Bogges – Deputy Designated Safeguarding Leads

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be guided and determined by the needs of the group at that particular time, but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

We also encourage staff to be aware of their own mental health when teaching and ask them to seek support when they find a specific topic area difficult or if it triggers issues from their own personal lives.

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time activities
- Restorative justice work
- Managing feelings resources, eg worry boxes or worry monsters
- Behaviour Mentor interventions
- Therapeutic activities, including art, Lego, meditation, yoga, relaxation and mindfulness techniques

Leicester City Primary PRU will make use of resources such as The Boxall Profile, the Readiness for Reintegration scale and the Strengths and Difficulties questionnaire to track wellbeing.

What will be taught to pupils?

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and



knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

By the end of primary school:

Mental wellbeing	Pupils should know: <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• how to recognise and talk about their emotions, including having a varied vocabulary of words to use
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	<p>when talking about their own and others' feelings.</p> <ul style="list-style-type: none">• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know:</p> <ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits.• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.• why social media, some computer games and online gaming, for example, are age restricted.• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.• how to be a discerning consumer of information online including understanding that information, including that



	<p>from search engines, is ranked, selected and targeted.</p> <ul style="list-style-type: none"> • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination



Basic first aid	Pupils should know: <ul style="list-style-type: none">• how to make a clear and efficient call to emergency services if necessary.• concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Pupils should know: <ul style="list-style-type: none">• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.• about menstrual wellbeing including the key facts about the menstrual cycle.

Identifying Needs and Warning Signs

Leicester City Primary PRU will use a range of strategies for both our pupils and our staff aimed at identifying a range of possible difficulties including:

- Attendance
- Punctuality
- Relationships
- Approach to learning or work
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil or other member of staff is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns where appropriate. For example a concern about a child might need to be discussed with the class teacher, the Health and Wellbeing Champion or a Designated Safeguarding Lead whereas concerns about another member of staff may be discussed directly in person depending on the relationship, with a line manager or in supervision.

Possible warning signs include:

- Changes in eating or sleeping habits
- Becoming socially withdrawn
- Changes in activity or mood
- Talking or joking 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.

Working with Parents

In order to support our parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website and social media accounts;
- Share and allow parents to access sources of further support, eg through the school nurse, workshops, leaflets etc;
- Ensure that all parents are aware of who to talk to, and how to get help if they have concerns about their child;
- Make our Mental Health and Wellbeing policy easily accessible to parents;
- Share ideas about how parents can support positive mental health in their children;
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this at home.

Working with Staff

In order to support our staff we will:

- Have an open-door policy;
- Provide start and end of day briefing sessions;
- Ensure all staff have access to supervision as and when needed;
- Ensure phone numbers for Amica and Education Support Partnership are displayed in staff areas;
- Make sure all staff have access to the Staff Wellbeing Programme outlining the full range of support available to staff and how we aim to reduce staff workload;
- Offer bespoke resilience training for staff;
- Have clear policies and procedures in place to support staff.

Working with Other Agencies and Partners

As part of our targeted provision at the Primary PRU we will work with other agencies to support children's emotional and mental health and wellbeing including:

- The school nurse;



- The SEMH team
- The LCI team
- Educational psychology services
- Paediatricians
- CAMHS (child and adolescent mental health services)
- Counselling services eg The Laura Centre, Cruse
- Family support workers
- Therapists

Training

As a minimum, all 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 our children safe.

Further training opportunities are given to all our staff who require more in-depth knowledge about mental health and wellbeing issues due to the complex needs of our children at the PRU. Additional CPD will be supported throughout the year as appropriate due to developing situations with our children.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Monitoring and Review

This policy will be reviewed every 2 years by the Health and Wellbeing Champion and the leadership team.