**Batheaston Church School**

**Bath and Wells MAT, School Lane, Northend, Batheaston, Bath, BA1 7EP**

***"That they may have life, life in all its fullness" John 10:10***

**Dream…Aspire…Achieve**

Mental Health and Emotional Wellbeing Policy



Date Prepared: January 2021

Date reviewed: April 2022

Date Approved by Governing Body: February 2021

Date to be reviewed: January 2023

**Mental Health and Emotional Wellbeing Policy**

At Batheaston Church School we are committed to supporting the mental health and emotional wellbeing of our children and staff. We know that everyone experiences life challenges that can make us vulnerable and that at times we could all need additional support. We believe good mental health is everyone’s concern and all of us have a role to play in supporting this. We know that mental health is as important in our lives as physical health and should be treated equally.

We work hard to ensure our children are able to manage times of change and stress showing resilience and adaptability. We aim to ensure they are able to reach their full potential and to access help when they need it. Through our PSHE curriculum we ensure our children learn what they can do to maintain positive mental health as well as knowing when and where to access help if they need it.

**At Batheaston we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising.**

We do this by:

* Help children to understand their emotions and feelings
* Support children to feel comfortable sharing concerns and worries
* Help children to form good relationships across the school
* Promote self-esteem and help children understand that they matter
* Encourage children to be confident and willing to try new things
* Help children to develop resilience and handle emotional setbacks

**We promote a mentally healthy environment through:**

* Promoting our RECIPE values and 5C’s (Communication, Collaboration, Compassion, Critical Thinking, Creativity) encouraging a sense of belonging
* Actively promoting pupil voice and opportunities to participate in decision-making (School Council, Wellbeing Monitors, Eco Team)
* Listening to all children’s voices through termly Wellbeing Rainbows or Wellbeing Questionnaires. These are analyzed and acted upon by the staff team.
* Celebrating academic and non-academic achievements
* Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
* Providing opportunities to reflect. Access to appropriate support that meets their needs

**We pursue our aims through:**

* Universal, whole school approaches
* Support for pupils going through recent difficulties including bereavement, separation
* Specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder.

**Lead Staff Members:**

**Alison Smith** – Mental Health and Wellbeing Lead/PSHE Lead

**Jon Stevenson** – SENDCO and Lead Thrive Practitioner

**Sarah Morrison** – RE and Collective Worship Lead

**Sally Jefferies –** Safeguarding Lead

**Nikki MacBeth** – Deputy Safeguarding Lead and ICT Lead (Safer Internet)

**Sian Grindle** – Deputy Safeguarding Lead and Pupil premium Lead

**Jenny Enstone** – Physical Education Lead

Together these experienced lead teachers work with class teachers and support staff to promote mental health and wellbeing awareness across our school. We are committed to helping our children to build confidence and resilience and to ensure they are aware of the importance of the **5 Ways to Wellbeing**.

1. **Be Active**
2. **Keep learning**
3. **Take notice/be mindful**
4. **Give to others**
5. **Stay connected**

We have a team of Wellbeing Ambassadors who support with playtime and friendship problems, helping others join games and feel safe and included in the playground. The team meet regularly to discuss how wellbeing can be kept at the forefront of everything we do.

If necessary, the school has access to Thrive assessment, School Nurse service, CAMHS, Southside Project, Mentoring Plus, Young Carers, Bath Youth for Christ and Brighter Futures.

As a school we get involved in special events and awareness weeks which all help to raise the profile and support our children to look after their mental and physical health. These include; Health and Wellness Week, World Mental Health Awareness Day, Safer Internet Week, Race 4 Life, Anti Bullying Week, Road Safety Week, Earth Week, Daily Mile Events, Sports Relief events, Comic Relief events and NSPCC events amongst many others.

We strive to ensure we look after everyone’s mental health and wellbeing and this will always remain our top priority.

**Teaching about Mental Health**

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 specific needs of the cohort we’re teaching 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 use JIGSAW to plan for lessons in PSHE

Teaching about wellbeing and mental health will also involve regular work on recognising emotions and how to regulate our emotions.

Teachers will use a variety of books and activities which support whole class wellbeing centering around discussion and ongoing strategies that the children can use.

**Targeted support**

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

* Circle time approaches or ‘circle of friends’ activities.
* Use of age appropriate books such as ‘A Bagful of Worries’ , ‘The Colour Monster’, ‘The Dot’.
* Managing feelings resources e.g. ‘worry boxes’ and ‘worry eaters’
* Managing emotions resources such as ‘The Colour Monster’ and ‘Zones of Regulation’
* Primary Group Work/Mental health and wellbeing groups THRIVE support groups.
* Therapeutic activities including art, Lego and relaxation and mindfulness techniques.
* Small group work with Brighter Futures or play therapy for targeted children. Brighter Futures may provide art, play, music or outdoor sessions for small groups or individuals.
* Use of CBT based books such as ‘What to do If You Worry To Much’ or ‘The Anxiety Gremlin’ could be used with individual children or groups.

**Possible warning signs**

School staff may also become aware of warning signs which indicate a student 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 with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate. Possible warning signs include:

* Changes in eating / sleeping habits
* Becoming socially withdrawn
* Changes in activity and 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 parents we will:

* Highlight sources of information and support about mental health and emotional wellbeing on our school website
* Share and allow parents to access sources of further support e.g. through parent forums.
* Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
* Make our emotional wellbeing and mental health 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 learning at home.

**Working with other agencies and partners**

As part of our targeted provision the school will work with other agencies to support children’s emotional health and wellbeing including:

* The school nurse or Educational psychology services
* Behaviour support through Bath Behaviour Panel
* Pediatricians
* CAMHS (child and adolescent mental health service)
* Counselling services
* Family support workers
* Therapists

**Staff Wellbeing**

* Specialist support is signposted via regular emails to all staff and on staff noticeboards.
* All staff have the opportunity to complete regular wellbeing surveys.
* There is an open-door policy for all staff should they need support within school.
* Training is offered through BANES Community Wellbeing Hub
* Our staff room is calm and welcoming.
* All staff have regular breaks.
* Staff workload is constantly reviewed.

**Staff Training**

* As a minimum, all staff will receive regular training around recognising and responding to mental health issues as part of their regular child protection training/THRIVE training in order to enable them to keep students safe.
* The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.
* Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

See attached Whole School Provision Mapping documents for children and staff.