

# Wye Forest Federation

Redbrook Church of England Primary School

St Briavels Parochial Church of England Primary School



## Mental Health and Wellbeing Policy

This policy was agreed by the Full Governing Body on: (and supersedes all previous policies relating to this area)	14.11.2024
Implemented:	September 2022
Revised	November 2024
Review date:	1.11.2026

## Mental Health and Wellbeing Policy

**Love** is at the centre of our federation with the importance of developing the whole child at the heart of all we do.

As a nurturing, inclusive community we enable and engage all to grow, flourish and succeed; discovering a love for one another, for **learning** and for life.

We seek to inspire ambition, courage and respect to give our children the skills they will need to **live** in a diverse and ever-changing world now and in the future.

Love your neighbour as yourself. Mark 12:31; God is Love 1 John 4:8

### Aims

This policy sets out the Wye Forest Federations approach to mental health and wellbeing for all parties.

Nurturing the health and wellbeing of pupils is a key facet of holistic education for human flourishing as exemplified in the Church of England Vision for Education: Deeply Christian, Serving the Common Good. In our federation, it is part of an embedded approach across the federation's ethos, linking with other aspects of health education, spiritual development, the wider curriculum and the ethos and policies that underpin the federation. Our whole-federation approach ensures good partnership working with other agencies and health services.

Supporting children and young people to establish good habits and approaches to keeping well should happen as early as possible as part of forming a repertoire of good foundations for adult life as well as enabling them to enjoy more fully the here and now. We believe that supplementing our PSHE curriculum with social, emotional learning daily improves children's attitudes to learning and social relationships in school.

We believe that the early years of schooling are particularly valuable in that these are often the times when contact with parents and carers is at its strongest. When young people have good emotional and mental health their engagement in academic learning increases. In addition, for good mental health and wellbeing habits to have resonance staff need to be able to model these approaches for themselves to deepen children's learning as well as help staff to flourish.

### Ethos

In our federation, we recognise that people may experience mental health difficulties at some point in their lives. We have an inclusive ethos, which encourages support and respect for both staff and pupils.

We build strong relationships with pupils, their families and staff in order to recognise and support those in need. All children, families and staff benefit from a universal approach that is based on living our Christian vision of Love, Learn, Live.

### Role of the Mental Health Lead

Our federation has a designated Lead for Mental Health. They act as a champion for mental health and wellbeing, reporting to stakeholders.

Their role is not to necessarily provide interventions, but to have a Federation overview and to coordinate the federation's approach to positive mental health and wellbeing.

As endorsed by the Department for Education, they will:

- Oversee the whole federation approach to mental health and wellbeing, including how it is reflected in the design of behaviour policies, curriculum and pastoral support and signpost staff to resources to support their own mental wellbeing.
- Support the identification of at risk children and children exhibiting signs of mental ill health;
- Work closely with Young Minds Matter to ensure that children receive targeted support for their mental health and wellbeing.
- Have knowledge of the local mental health services and working with clear links into children and young people's mental health services to refer children and young people into NHS services where it is appropriate to do so;
- Coordinate provision for the mental health needs of young people within the federation and have oversight of the delivery of interventions where these are being delivered in the educational setting;
- Support staff in contact with children with mental health needs to help raise awareness, and give all staff the confidence to work with young people;
- Oversee and monitor the outcomes of interventions, on children and young people's education and wellbeing and share these with the head teacher.

#### Role of the teacher

- To ensure children have a daily mental health check-in each morning, using our online mood tracker.
- To check-in with those who identify themselves as needing support to start the day positively. This should be undertaken daily during the first 10 – 15 minutes.
- To have an area in the classroom with a display of emotional vocabulary and images.
- Teach social and emotional skills explicitly to all children focussed on the protective skills for mental health
- Refer to progression grids and termly planning provided by the subject lead
- Building a sense of community and developing skills that relate to your year groups and adapt to meet the needs of your class.
- Teach PSHE twice weekly, one session using the One Decision programme of study and one session building on social and emotional learning and the individual needs of your class.
- Teachers to use the '2 x 10' STRATEGY Focus on children whose behaviour suggests they may have underlying mental health needs. For two minutes each day, 10 days in a row, have a conversation with the child about an interest they have.

#### Supporting children with mental health and wellbeing

##### Identification:

Pupils with mental health needs are usually identified by those closest to them: their parents or the classroom staff. In our federation we build strong relationships with children which enables us to identify changes in behaviour. These concerns should always be taken seriously and staff observing any of these behaviours should communicate their concerns with Miss Wilson, our Mental Health and Wellbeing Lead/ SENCo. Staff are trained to recognise behaviours that could indicate a mental health difficulty. Early identification is a key part of our support in the federation.

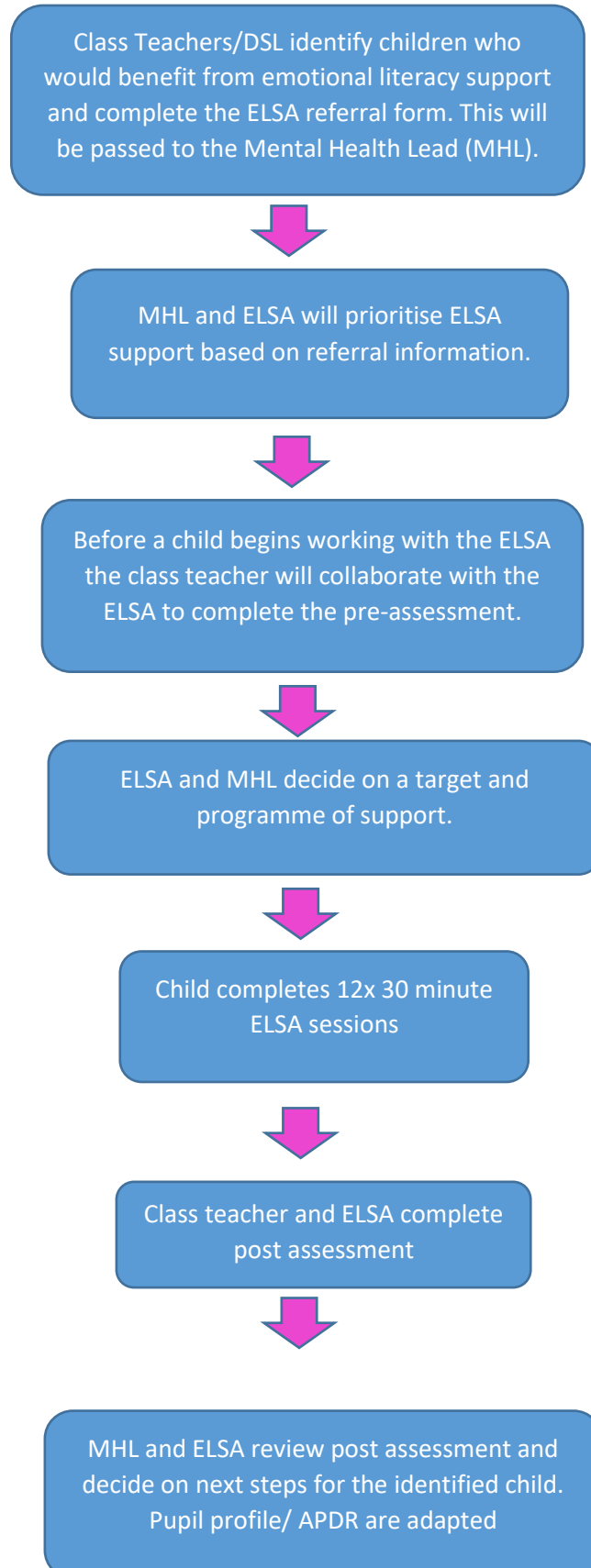
Support:

Level 1-My Profile Universal support for all children in the Federation

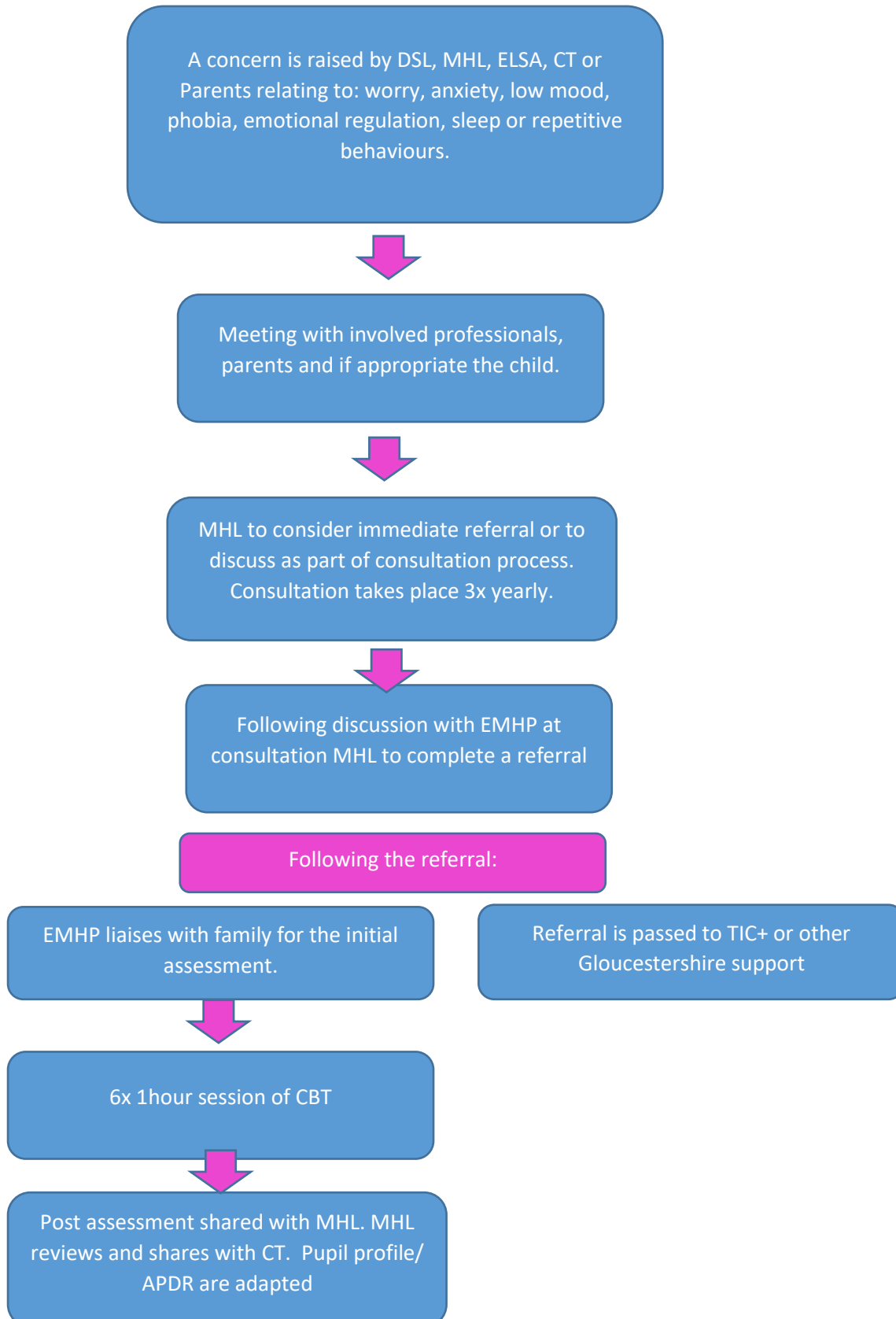
- PSHE and RSE-see associate policy
- Daily-emotional check-ins
- Classroom displays to support understanding of emotional vocabulary
- Daily teaching of social and emotional skills (protective factors for mental health). These will be split across 5 half-terms and include, self-awareness, self-regulation, social awareness, relationship skills and responsible decision-making. The final half term will focus on supporting children with transition.
- No Outsiders worships
- '2 x 10' STRATEGY to be used for two children at a time within each class
- All children to complete a 'My Profile' in the first week of term.

Level 2- My Plan, Targeted support for Mental Health at the Wye Forest Federation:

Targeted support from our Emotional Literacy Support Assistants. This will involve the ELSA building a trusted relationship to increase the child's emotional literacy. Some examples of why a child may be referred for ELSA include concerns around self-esteem, friendships, social skills, ability to recognise and understand emotions, low level anxiety and anger or if the child has had a bereavement or family separation.

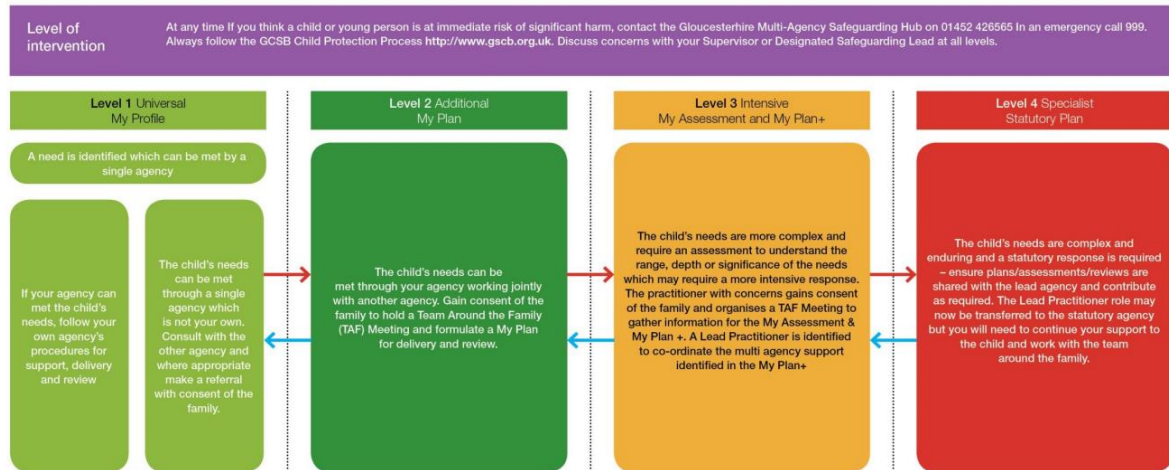


Level 3/My assessment and My Plan+: CBT intervention from Young Minds Matter. This will involve the child having an assessment with and Educational Mental Health Practitioner EMHP. Following the assessment they will either provide 6 sessions of cognitive behaviour therapy to support with worry, anxiety, low mood, phobia, emotional regulation, sleep or repetitive behaviours or pass on the referral to another agency who would be better placed to support, for example Tic+.



Level 4-Multi-agency, specialist approach, involving a statutory assessment and planning linked with the Gloucestershire Early Help model.(EHCP)

## Early Help Pathway



### Staff

- If a staff member is experiencing mental health difficulties then a risk-assessment will be undertaken to support them in their role. These are shared with relevant staff members.
- Staff who feel they would benefit from support should contact the Mental Health Lead.
- As employees of the Federation, staff who feel the need support are able to access the following services:

The employee assistance programme provided by Health Assured-free 24 hour confidential helpline 08000280199.

The Education Support Partnership – a free service for all those working in education in the UK, 08000 562 561, <https://www.educationsupportpartnership.org.uk/>

### Raising concerns

If a staff member has concerns about the mental health of a colleague, they should try and speak to them. If they remain concerned, they are able to talk in confidence to either the Mental Health Lead or the DSL.

If someone has a concern about the mental health of a pupil, they should initially speak to their class teacher and the SENDCo/Mental Health Lead.

### Training

As part of the Mental Health and Wellbeing Action Plan, the Mental Health lead will assess and review the training needs of teaching and non-teaching staff.

### Spirituality and mental health

The Royal College of Psychiatrists has published some useful guidance on spirituality and mental health where they identify 'ways in which some aspects of spirituality can offer real benefits for mental health.' 'Spirituality and mental health' (September 2014), Royal College of Psychiatrists (RCPSYCH) website [www.rcpsych.ac.uk/mentalhealthinformation/therapies/spiritualityandmentalhealth.aspx](http://www.rcpsych.ac.uk/mentalhealthinformation/therapies/spiritualityandmentalhealth.aspx) They identify spirituality as being within and beyond formal religion and recognise that it 'often becomes more important to people in times of emotional stress physical and mental illness, loss, bereavement and the approach to death.'

They recommend that a person with a religious belief may need support which acknowledges and gives space to their faith as part of their support. As a result, the Federation looks to provide opportunities for inclusive spiritual development that support good mental health. Religious Education in the Federation offers opportunities to learn from people of different faiths and beliefs about how their spirituality shapes them and supports their mental health and wellbeing.

### Links to other services

Our Federation is part of the Young Minds Matter programme, which involves working closely with the Gloucestershire Mental Health Support team. Further information can be found on our website using the link below:

[Wye Forest Federation - Trailblazers](#)

Parents can access support from Tic+ directly by following the link below:

[Home - Tic+ \(ticplus.org.uk\)](http://ticplus.org.uk)

For information and support from Early Help use the link below:

[Early Help and Targeted Support - Gloucestershire County Council](#)

Parents can access information and guidance from the Anna Freud website below:

[Parents and Carers | Advice and Guidance | Anna Freud Centre](#)

Parents can access information and guidance from the Barnados website below:

[Barnardo's Parenting Support \(barnardos-parenting.org.uk\)](http://barnardos-parenting.org.uk)

### Links to other policies:

PSHE policy

Behaviour policy

SEND policy

RE policy