

Bolton Brow Primary Academy

Wellbeing Policy



Policy written by: C Wardle

Date: 28th March 2022 (updated)

Review Date:

1. Policy Statement

At Bolton Brow Primary Academy, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and 'Motivate', 'Nurture' and 'Educate' all the people in our school community. 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.

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships.
- promote self-esteem and ensure children know that they count.
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches.
- Support from a fully trained mental health practitioner half a day per week.
- Working with external agencies including charities.
- Signposting families to the appropriate support network.

2. Scope

This policy should be read in conjunction with the PSHCE, SEND and Child Protection policy.

3. Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- P Kelesidis- Designated child protection / safeguarding officer
- C Wardle - Deputy Designated child protection / safeguarding officer and Senior Mental Health and Emotional Wellbeing Lead
- C Wheale- Deputy Designated child protection / safeguarding officer.

4. 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. Our school uses the Jigsaw scheme of work.

5. Targeted support

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

- Managing feelings resources – the worry monster.
- Books to support individual needs.
- Managing emotions resources
- Social stories
- Wellbeing groups
- Lego therapy
- Art group
- Mindfulness techniques.
- One to one/group work with the schools Mental Health Practitioner.
- Parent led therapy.

6. Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support. Our school website has a designated section to focus on wellbeing and mental health.

7. Identifying needs and Warning Signs

Staff immediately share any concerns or worries about children and their families with the school safeguarding team. Concerns are recorded on CPOMS. Staff also complete a Vulnerable register 1 x termly.

8. 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
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child. Posters are placed both internally and externally around the school building.
- Make our emotional wellbeing and mental health policy easily accessible to parents and children.
- 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.

9. Working with other agencies and partners

As part of our targeted provision the school's mental health lead coordinates with other agencies to support children's emotional health and wellbeing. Wellbeing support includes:

- The school nurse and Health Visitor.
- Educational psychology services.
- Support through our Mental Health practitioner.
- Paediatricians.
- CAMHS (child and adolescent mental health service).
- Counselling services, for example, The Brew Project and Noah's Ark.
- Family support workers.

10. 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 students safe.

11. The governing board is responsible for:

- Ensuring the effective implementation of this policy.
- Ensuring monitoring visits are strategic, focussed and reflective of its monitoring plan, and being clear with staff ahead of the visit about what the focus will be and the information that will be required from them.
- Recognising mental health issues and appointing a mental health and wellbeing governor who will oversee managing and supporting pupil mental health.
- Developing an annual schedule of work and ensuring work is not duplicated between meetings of committees and the full governing board.