



Pupil Well-being Policy

| <i>Name of Policy Writer/Amendments</i> | <i>Date Written/Amended</i> | <i>Next Review Date</i> | <i>Approved by Governors</i> |
|---|-----------------------------|-------------------------|----------------------------------|
| Hannah Woodhouse | March 2018 | March 2019 | March 2018 |
| Hannah Woodhouse | April 2020 | April 2021 | April 2020 |
| Hannah Woodhouse | April 2021 | April 2022 | May 2021 |

This policy is to provide a framework of procedures and responsibilities to support the health and wellbeing of all pupils.

Intent

At Moorlands Primary School we take pride in our commitment to ensure our pupils have the potential to thrive in all areas of life. Our intent is to embed 'Well-being' throughout school, ensuring all pupils develop a secure understanding of Mental Health, promoting care and concern for their own and others well-being. All pupils will have access to appropriate support and will be treated with respect and dignity. This will lead to happy, thriving and resilient children who can develop self-care strategies or ask for help when issues or challenges arise. We believe developing these skills at an early age will impact positively on children and their future well-being as well as helping them thrive in school. We believe that mental health is a state of 'well-being' in which an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to their community.

Learning through health and wellbeing enables children to:

- Make informed decisions in order to improve their emotional, social and physical wellbeing
- Experience challenge & enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Establish a pattern of health and wellbeing which will be sustained into adult life and which will help promote the Health and Wellbeing of the next generation of children.

Our intent also supports recent research:

Statistics in the UK are increasing with more young people experience Mental Health issues, with mental health being identified as the second most common Special Need (Leeds Carnegie 2017).

Young Minds (January 2018) states the following:

Mental health is a big issue for young people...

- 1 in 10 children have a diagnosable mental health disorder – that's roughly 3 children in every classroom
- Half of all mental health problems manifest by the age of 14, with 75% by age 24
- Almost 1 in 4 children and young people show some evidence of mental ill health (including anxiety and depression)
- Suicide is the most common cause of death for boys aged between 5-19 years, and the second most common for girls of this age
- 1 in 12 young people self-harm at some point in their lives, though there is evidence that this could be a lot higher. Girls are more likely to self-harm than boys.

It has a big impact in adulthood...

- Women who had experienced one childhood adversity had a 66% increased risk of premature death, and those who had experienced two or more adversities had an 80% increased risk compared to their peers
- 1 in 3 adult mental health conditions relate directly to adverse childhood experiences

Young people need more support...

- 3 in 4 children with a diagnosable mental health condition do not get access to the support that they need

- The average maximum waiting time for a first appointment with CAMHS is 6 months and nearly 10 months until the start of treatment
- CAMHS are turning away nearly a quarter (23%) of children referred to them for treatment by concerned parents, GPs, teachers and others
- Just 0.7% of the NHS budget is spent on children's mental health and only 16% of this is spent on early intervention

The DFE analysis from May 2017 also identified the academic effect:

- Only 24% of children with mental health needs leave primary school with the required reading, writing and maths. This is less than half as many as all children.
- Children with mental health problems make much slower progress than they are expected to.

Implementation

When we refer to 'Mental Health', we want to ensure pupils and staff acknowledge that everybody has 'mental health'. We are therefore developing a robust system in which every child's mental health needs are met. In doing this, we have achieved the Bronze Award for the Leeds Beckett 'Carnegie Centre of Excellent for Mental Health in Schools' and are now working towards the Silver Award with the support of the government initiative, Mental Health Support Teams.

It is the aim of this policy is to ensure that pupils develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. We aim to:

- Increase the protective factors through a whole-school approach embedding positive mental health both for staff and pupils by promoting a culture of open conversation so we talk about our well-being and it is embedded without our curriculum
- Reduce the risk factors -parental engagement, community links, ensuring support for staff in times of need as well as identifying and acting upon work related stresses
- Empower children and staff. Reduce the stigma, talk, know how to access information.

At Moorlands, we therefore believe we can make a difference and have a responsibility to put systems of support in place for children who may experience the above. Our aim is 'early intervention' through to external support and have therefore developed our 'Wave of Support' system. We recognise that Well-Being needs to be flexible and based on individual needs and recognise the implementation may need to be adapted to meet individual needs:

Pupils

| Point of support | Implementation | Examples | Impact |
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| Wave 1 | Well-being and Resilience for every child Whole School positive well-being embedded across classrooms and the curriculum. An culture of openly talking about | Well-being Wednesday established in every classroom, pupil voice surveys, pupil led decisions, School Council PSHE timetabled, well-being and resilience provided and | Children build a 'toolbox' of understanding what mental health is (age appropriate), how to self-care for themselves or others by developing skills and |

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| | <p>all aspects well-being.</p> <p>Access to challenges and the wider curriculum</p> | <p>identified across subjects and policies, year group displays, 'Helping Hands'. Pupil Premium Funding analysis, lunchtime and after-school clubs, parental engagement accessible to all through Parent Afternoons/Assemblies, social media, reporting to parents. School trips, Forest School, Music lessons</p> | <p>strategies including knowing who to ask for help and understanding what helps them relax.</p> <p>Children feel secure and develop trust for adults in school demonstrated through pupil questionnaires</p> <p>Children are part of the school community and are valued through decision making</p> <p>Parents feel part of the school community, know they are valued and welcome and know who to ask for help and trust is built.</p> |
| Wave 2 | <p>Early Intervention</p> <p>Additional class based interventions. This may be initiated by parents or staff that work closely with a child.</p> | <p>'Time to talk' with an identified Helping Hand, daily check-ins, pupil led activities. Well-being gurus lead small groups for friendship, emotional needs games and activities which could include Lego Group, SCAIT, Nurture Group. Cjoms for Pastoral Concerns, state Wave 2 or refer to SEND.</p> | <p>Individual or groups of children receive timely and appropriate support to build skills and resilience in overcoming mild mental health issues that may be temporary or on-going.</p> <p>Children are valued and understood.</p> <p>Parents are involved in their child's well-being and development.</p> |
| Wave 3 | <p>Pastoral referral initiated after Wave 2 or in times of need/crisis based on temporary or on-going times of need or challenge. Needs will be mild to moderate.</p> | <p>Pastoral Leaders</p> <p>Rachel Turner (Counselling Skills and Bereavement Trained)</p> <p>Hannah Woodhouse (Mental Health First Aid Trained) will dedicate 121 time with the child and identify needs and provide regular sessions to advise and support. We will collaborate with MHST for advice and support requests.</p> <p>Parents will be sign-posted to specific, evidence resources through our Well-Being website</p> | <p>Individual children will be given timely and appropriate support for mild to moderate mental health needs.</p> <p>Children will feel valued and know they can get help.</p> <p>Children will develop strategies and resilience over time.</p> <p>Parents will be supported and involved in their child's well-being.</p> |
| Wave 4 | <p>Support to access External Agencies</p> | <p>Parents will be given support to access external agencies, including the 0-19 Practitioner,</p> | <p>Children will receive timely and appropriate support for Mental Health from trained</p> |

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| | | GPs and CAMHS and our Well-Being website. The Salendine Nook Family Hub will support with this also. We will work with our MHST. Throughout, school will liaise with parents and agencies. | professionals. Children will develop skills and strategies over time. |
| Wave 5 | Mental Health Care Plans put in place, staff made aware and pupil tracked | If the Pastoral Leaders identify potential mental health needs, in liaison with the pupil, staff and parents, a MHCP will be put in place. This will identify triggers, symptoms and methods to support in times of need. | Staff will recognise the child's individual triggers and needs and adapt accordingly. Staff will feel confident in supporting children with individual mental health needs. |

| Who? | What? | Role in school |
|----------------------|--|--------------------------------------|
| Mrs Rachel Harle | Well-being Governor | Governor |
| Mrs Hannah Woodhouse | Well-being Leader Mental Health First Aider | Assistant Head Teacher/class teacher |
| Mrs R Turner | Pastoral Leader Counselling Skills Trained Forest School | Pastoral Leader Forest School |

SEND

The Well-being Leader works closely with the SENCo to discuss developments and interventions to track impact and consider next steps for individual pupils. This is in-line with the SEND policy.

Safeguarding

All staff are aware of staff guarding procedures. Please refer to the separate policy. All staff will report to the DSL or Deputy DSL if a child discloses information deemed to put them at immediate risk and procedures will be followed.

Monitoring of Wellbeing

Monitoring and Review

The Wellbeing Leaders are responsible for monitoring the implementation of this policy. The Leader will support staff by giving them information about current developments in the subject in the school.

CONFIDENTIALITY

The school operates clear procedures for confidentiality as set out in the school's Confidentiality Policy.

STAFFING AND STAFF DEVELOPMENT

All staff are an integral part of the pastoral system and will require on-going training in

- Talking and listening to individual pupils and their families
- Providing relevant learning opportunities on sensitive issues
- Understanding their role within the school pastoral system

Key members of staff will have access to appropriate training on:

- *Counselling skills*
- *Mental Health First Aid*
- *Behaviour management and anti-bullying strategies*
- *Developing monitoring and evaluation systems*
- *Utilising external support*
- *The pastoral curriculum*

This policy ensures Well-being is embedded across School. We believe at Moorlands, that all our pupil policies link directly to having our pupil's Well-being and Safeguarding as our main priority and should therefore be read in-line with this policy.