



Laurance Haines School

## Mental Health and Well-being Policy

Date of Governing Body approval:	15 <sup>th</sup> June 2017
Review:	June 2018
Signed:	
Roger Gibbs	Chair of Governing Body

**It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood.<sup>i</sup>**

The Department of Education (2015) states *'In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy'*.

This policy should be read alongside the Nurture Policy (October 2015) which refers directly to the 'Six Principles of Nurture' which are being embedded throughout our school community through the National Nurturing Schools Programme which was achieved in April 2017.

### **Vision Statement**

*'Enjoy, care, aim high and succeed together'*

At Laurance Haines Primary School we promote a love of learning and a happy school environment by ensuring all pupils:

- Develop social and emotional skills and well-being to be successful in school and beyond.
- Have curious minds and a desire to learn
- Enjoy a supportive atmosphere of security, happiness and care which encourages success
- Experience a values based school environment which encourages pupils to grow and learn through values which are crucial to our school and society as a whole
- Develop morally, spiritually and culturally, so enabling them to develop an understanding of those concepts needed as a basis of a happy and caring society
- Celebrate the diversity of our student population through exploring one another's culture, heritage and faith with healthy curiosity and respect
- Make progress appropriate for their ability across all subjects
- Leave our school, having achieved their academic potential and being self-motivated and resilient, considerate, responsible and enthusiastic young people.

### **Rationale**

*'Social and emotional well-being refers to a state of positive mental health and wellness. It involves a sense of optimism, confidence, happiness, clarity, vitality, self-worth, achievement, having a meaning and purpose, engagement, having supportive and satisfying relationships with others and understanding one's self and responding effectively to one's own emotions.'*<sup>ii</sup>

Laurance Haines School promotes positive and social and emotional well-being for all and this is fundamental to our philosophy and aims. We believe that emotional health is closely linked to mental health and that as a school we can encourage positive development of mental health in childhood. We believe that children who are mentally healthy will be able to:

- Develop spiritually, psychologically, intellectually, creatively and emotionally
- Initiate, develop and sustain mutually satisfying personal relationships
- Become aware of others and empathise with them
- Play and learn
- Develop a sense of right and wrong
- Be buoyant and resilient by facing challenges, resolve issues and setbacks and learn from them
- Thrive and reach their full potential.

### **Our Approach**

#### **Curriculum organisation**

At Laurance Haines we deliver a broad area of practice to promote emotional health and well-being.

These complement and reflect the overall aims and philosophy of the school. Our approach includes:

- Quality first class teaching, appropriate challenge and differentiation for all
- Problem-solving, positive self-assessment, time for reflection and quality feedback
- Encouragement of participation in school and community events
- Rewarding positive behaviour and achievement through the buoyancy balloon initiative which is linked to the Five Ways of Well-being (Badges of Honour and Larry).
- Clearly identified rewards and sanctions, understood by all through the behaviour ladder and other celebratory systems e.g house points, excellence board, class tokens etc
- Being a listening school - providing a forum for our pupils to share their views in class through school council, Learning Council, SNAG, circle times, protective behaviours
- Encouraging co-operation, caring, collaboration and critical thinking through Philosophy for Children (P4C)
- Encouraging a solution focussed approach to conflict resolution through peer mediation for specific playtime incidents
- Making time for the whole class to engage in the therapeutic practices peer massage, mindfulness and the daily mile on a daily basis when possible
- Protective behaviours taught through the PSHE curriculum and embedded into daily school life
- The Nurture principles embedded throughout the school
- Nurture Group (Year One)
- Developing social competence through all class based activities; the house system; staff eating with pupils at lunchtime; class & school monitors; P4C and peer mediation
- Encouraging and developing coping strategies and resilience and reinforcement of our school values through the curriculum, but particularly PSHE
- Clear transition arrangements to the next year group or onto a receiving school.

### **Pastoral organisation for pupils**

We pride ourselves on the great care that is given to all pupils in our school. Alongside the high quality in class pastoral support, we have a skilled and committed Pastoral Team who work together to support individuals and groups throughout the school.

The Pastoral Team takes a strategic lead in promoting social and emotional well-being through whole staff training and professional development and ensuring that the initiatives are embedded in daily practice throughout the school. The Pastoral Team further supports teachers by modelling practices in class, providing resources, supporting with planning and mapping P4C into the curriculum and by monitoring the effectiveness of these whole school initiatives (e.g. P4C, peer massage, etc. We recognise the effectiveness of an early intervention approach and commitment to pastoral care for all.

Our methods include:

- Recognising and responding positively to a child's emotional and/or behavioural needs
- Communicating with parents positively and realistically to create a partnership approach to children's emotional health and well-being
- Having an effective strategic role for the Special Educational Needs Co-coordinators
- Continuous professional development for staff e.g Five Ways to Well-being; P4C; Buoyancy Balloons; Mindfulness Training
- Finding different ways to include well-being throughout the curriculum e.g. Yoga in PE lessons
- Having clear systems and processes to help staff to identify children and young people with possible mental health problems.
- Liaising with appropriate agencies to enlist advice and/or support

- Liaising with the SENCOs and referring children on, where there are more significant issues, to the GP, Step 2 or CAMHs.

### **Individual or Group Interventions**

For children who are recognised to need support with their emotional well-being there are a range of individual or group therapeutic interventions available in school. Interventions can be both reactive when needed as well as proactive based on professional judgement and key indicators.

These include the following talk therapies:

- Weekly 1-1 talk time with the Family Support Worker
- Emotion Coaching (NLP counselling)
- 10 week 1-1 transition programme using Talkabout Materials
- 10 week 1-1 bespoke emotional coaching
- Drawing and Talking Therapy (individual or group)
- Lego Therapy (individual or group)
- Sand Therapy (individual for Foundation Stage Children)
- Play Therapy (bought in from BrQthru)
- Seasons for Growth (Group – loss programme)

In addition we also offer the following talk and activity based interventions at Laurance Haines School:

- All About Me (Eating and body image group)
- Inside Out (Lunchtime intervention for pupils who find play difficult – encourages sharing and co-operation)
- Nurture Lunchtimes
- Transformers (Peer to peer mentoring scheme)
- Mosaic (Inspiring girls to develop aspirations for their futures)
- Drumming Therapies
- Social Stories
- Social Skills Groups
- Get Fit Club

Depending on the child's needs, the school may complete a SNAP profile, Boxall Profile or Strength and Difficulty questionnaire and the ALSUP. These give a profile of the child an indication of the child's areas of development. The SNAP and Boxall Profile also give strategies to support the child.

### **Well-being and Support for all stakeholders**

Pastoral support for all members of the school community is fundamental to the aims and philosophy of Laurance Haines Primary School.

### **Pastoral organisation for staff**

We believe that a well-supported, valued staff with clear and shared purpose are best placed to provide emotional well-being for children in their care.

Our line management structure promotes in-house support. We follow guidelines and policies for supporting personnel, including those for harassment, anti-bullying, equality and managing staff absence. A clear system of line management exists to monitor and support staff needs through the performance appraisal system and to foster good relationships.

The headteacher has an open door policy and will provide a listening ear for any staff member in need. He will signpost to other supporting staff members e.g. the Family Support Worker. Staff can access counselling through SAS. There is a Staff Council that meets once a half-term and the matters arising are fed back to the head and the governing body.

The school encourages staff to socialise together. There is a Book Club that meets once each half-term. Outings to the theatre, or team events are arranged periodically.

### **Pastoral support for families**

The Family Support Worker is the first port of call for a family in crisis or who have a need.

The school supports families through:

- Open door policy
- Home visits for children joining the school in the Foundation Stage
- Workshops for parents on curriculum subjects as well as on well-being topics
- Regular communication through newsletters, school website, school app, Twitter and Facebook
- Training workshops personalised to the needs of our families. E.g. CV writing course, financial planning
- HAFLs – Family Learning Service. Deliver courses to gain a qualification in English and Maths for adults
- Targeted support for families through the eCAF (Common Assessment Framework), and subsequent TAFs (Team around the Family meetings).

To ensure that families have a voice and participate as fully as possible in decision making:

- Parent Council – parents can raise items for the agenda
- Survey Monkey questionnaires

### **Related Policies:**

- Nurture Policy
- Behaviour Policy
- Child Protection
- Anti-Bullying
- Attendance
- eSafety

### **Monitoring**

Provision and impact is monitored by the headship, senior leadership team and governing body.

This policy will be renewed in June 2018.

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<sup>i</sup> Promoting children and young people's emotional health and wellbeing. A whole school and college approach. Crown copyright 2015.

<sup>ii</sup> What works in promoting social and emotional well-being and responding to mental health problems in schools? – National Children's Bureau 2015