



Wellbeing and Mental Health Policy

Foreword

The Wellbeing and Mental Health Policy should read in conjunction with the Positive Behaviour policy, Safeguarding and Child Protection Policy, SEND Policy, RSHE Policy, Attendance Policy, Positive Handling Policy, Exclusion Policy. These can be located on the school website.

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Section I:

Introduction- *What is mental health?*

We all have mental health. Your mental health encompasses your emotional, psychological, and social wellbeing. It affects how you feel, think and act. A person's mental health can change over time, from one day to the next. Mental health can also be affected by a range of different factors.

It is important to look after your mental health, just as you would look after your physical health. This is because your mental health can have a big impact on how you cope with difficult emotions, how you relate to others, and the choices you make in life, as well as your relationships with your family, community, colleagues and friends.

[What's mental health? : Mentally Healthy Schools](#)

Good mental health among children and young people

When children and young people are feeling well in themselves (good mental health), this helps them to:

- learn and explore the world
- feel, express, and manage positive and negative emotions
- form and maintain good relationships with others
- cope with change, setbacks, and uncertainty
- develop and thrive

Why is good mental health important?

Helping children and young people to look after their mental health can boost their resilience, self-esteem and confidence. It can also help them learn to manage their emotions, feel calm, and engage positively with their education - which can, in turn, improve their academic attainment.

Schools are the ideal environment to promote and support pupils' mental health and wellbeing.

The Department for Education (DfE) recognises that:

“in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy”.

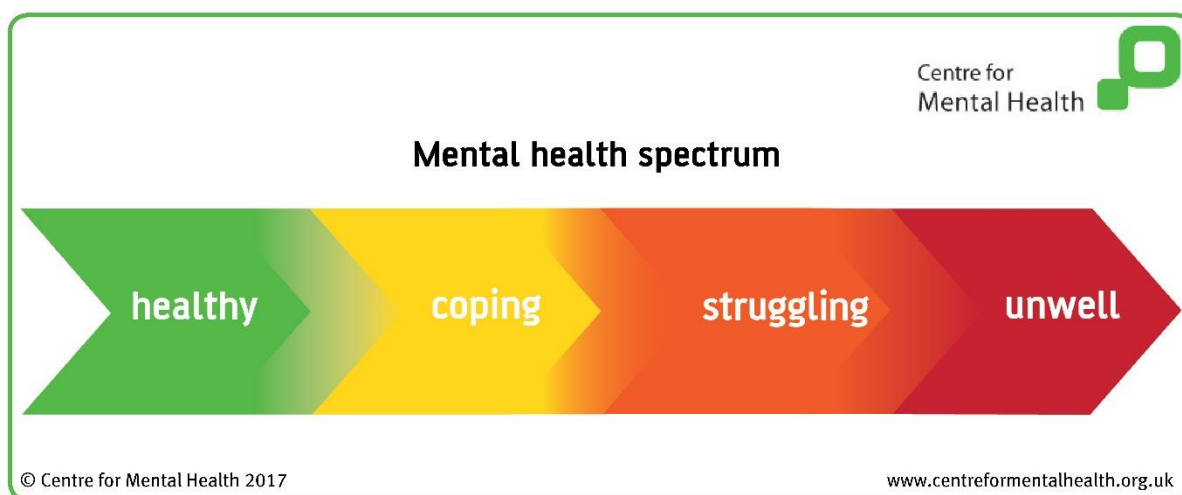
At Jubilee, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers). We recognise that mental health and

emotional wellbeing can be just as important to our lives as our physical health. We also understand that, in the wake of the COVID-19 pandemic, many children and young people may be more likely to experience difficulties with their mental health.

Overall, we want all children/young people to:

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to form and maintain positive relationships with others
- be able to cope with the stresses of everyday life
- be able to manage in times of stress and change

We understand that mental health is influenced by different factors over time and that children may be at different stages on the Mental Health Spectrum over their school career (see below).



We also recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

Most children and young people spend a significant amount of time in school and with their teachers. This means that school staff are in a good position to identify a child who may be struggling, and help refer them to get the support they need.

Schools can also help children develop their social and emotional abilities, providing them with the skills and tools they need to understand and manage their thoughts, feelings, behaviour, goals, and relationships.

Schools can do this by teaching health and wellbeing education (RSHE), and by weaving these topics and skills throughout the broader curriculum and school life more generally. Health and wellbeing shouldn't be taught in isolation; it should be reinforced throughout the curriculum and the time that the child or young person is in school.

Schools are also a place where children and young people can experience a nurturing and supportive environment that has the potential to build self-esteem and provide positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

Our aim at Jubilee is to help develop the protective factors which build resilience to mental health problems, and to be a school where:

- Children feel safe and are able to talk openly about their feelings
- Children are aware what effects their mental health and how to look after their physical and mental wellbeing
- Children are aware of the links between physical and mental health
- We reduce the stigma surrounding mental health
- Mental health is promoted and valued
- All mental health problems are recognised and supported

Section 2: A Whole School Approach to promoting mental health

A whole-school approach involves all parts of the school working together and being committed. It needs partnership working between senior leaders, teachers, and all other school staff, as well as parents, carers, and the wider community.

We take a whole school approach to promoting positive mental health, which aims to help pupils become more resilient, be happy and successful, and to prevent problems before they arise.

Importantly, this policy should be read in conjunction with the Jubilee Positive Behaviour Policy, Child Protection and Safeguarding Policy, SEND Policy, Attendance Policy, Positive Handling Policy and Exclusions Policy. These can be found on the Jubilee Primary School website.

The Jubilee whole school approach to mental health has 7 aspects:

1. Creating an ethos, policies, and behaviours that everyone understands, and which support mental health and resilience
2. Helping pupils to develop social relationships, support one another, and seek help when they need to
3. Helping pupils to be resilient learners who can embrace mistakes and overcome challenges
4. Teaching pupils social and emotional skills and an awareness of mental health

5. Early identification of pupils who have mental health needs and planning support to meet those needs, including working with specialist services
6. Working effectively with parents and carers
7. Supporting and training staff to develop their skills and resilience

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of mental health issues.

The Department for Education clarifies the responsibility schools have in relation to mental health as the following:

- **Prevention:** creating a safe and calm environment where mental health problems are less likely; improving the mental health and wellbeing of the whole school population; and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through the school's activities and ethos;
- **Identification:** recognising emerging issues as early and accurately as possible;
- **Early support:** helping pupils to access evidence-based early support and interventions; and
- **Access to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment (Department for Education, 2018)

Existing research tells us that some of the most at-risk groups of pupils are those who have experienced adverse childhood experiences (ACEs) as well as those experiencing poor social and emotional wellbeing. A school that adopts a trauma-informed (also referred to as 'trauma aware') approach is one that seeks to understand these difficulties within a child's life and which uses this understanding to make sense of their behaviours and attitudes at school. Through a trauma-informed approach, it is possible to teach social and emotional learning (SEL) that will help a child to thrive.

How the policy was developed and who was consulted

The development of this policy was led by our Designated Mental Health lead, our SENCo and the NHS CAMHS worker in School (CWIS) in consultation with pupils, staff, parents and carers, the school nurse and other local mental health professionals (Child and Adolescent Mental Health Service (CAMHS) and Educational Psychologists). We used the Camden example policy as the basis of our policy.

We organised a series of consultations to gather the views of key groups affected by the policy:

- Policy was reviewed by the Senior Leadership Team
- The school council gave their views on what to teach, and the best ways to teach, about mental health
- Parents and carers were invited to a consultation meeting and gave their views on what they wanted their children to be taught and what support would be helpful
- Staff discussed the draft policy at a staff meeting

In developing this policy we have taken account of:

- [Children and Young People's Mental Health: State of the Nation \(Education Policy Institute, 2016\)](#)
- [Education, Education, Mental Health \(Institute for Public Policy Research, 2016\)](#)
- [Promoting Children and Young People's Emotional Health and Wellbeing \(Public Health England, 2015 – Last updated 2023\)](#)
- [Teacher Guidance: Teaching about Mental Health and Wellbeing \(PSHE Association, 2021\)](#)
- [Mental Health and Behaviour in Schools \(Department for Education, 2014 – Last updated 2018\)](#)
- [Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges \(Department for Education, 2021\)](#)
- [Supporting Pupils with Medical Conditions \(Department for Education, 2014 – Last updated 2017\)](#)
- [State of the Nation 2022: Children and Young People's Wellbeing \(Department for Education, 2023\)](#)

This policy sets out (Intent)

- How we promote positive mental health
- How we help prevent mental health problems
- How we identify and support pupils with mental health needs
- How we train and support all staff to: understand mental health issues, spot early warning signs, support pupils, and help to prevent mental health problems from getting worse
- Key information about some common mental health problems
- Where parents, staff, and pupils can find advice and support

Section 3: Wellbeing of Pupils

Supporting children's mental health

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that can provide support to pupils with mental health needs and their families.

Support at school includes:

- Class teachers with support from CAMHS worker in school (CWIS)
- Safeguarding/Child Protection Lead
- Support staff/Teaching Assistants with support from SENCo and CWIS
- SENCo who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including pupils whose mental health problems mean they need special educational provision.
- CAMHS worker in School (CWIS, via consultations to staff, rather than working directly with pupils)
- School Learning Mentor who provides 1:1 therapeutic support for referred pupils and who works closely with parents
- The Educational Mental Health Practitioner (EMHP)

We believe we have a key role in promoting pupils positive emotional and social wellbeing and helping to prevent mental health problems. Some of the approaches we might use to promote wellbeing when working with individual children, or with classes, include:

Pupil-led activities

- Campaigns and assemblies to raise awareness of mental health
- Peer mediation and Peer mentoring – via our Well-being Champions

Transition programmes

- Transition Programme to secondary schools which includes Year 6 pupils having a staff mentor to support a smooth transition to secondary school
- Transition programme at the beginning and end of each school year (transition+ programme)

Class activities

- Praise boxes
- Worry boxes
- Calm Corners
- Zones of regulation displays and “how am I feeling?” check-in charts
- Mindfulness sessions for pupils
- Moodbooster activities (BBC teach) [Moodboosters | Free primary school mental health resources - BBC Teach](#)

Whole school approach

- Wellbeing week
- Displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school

- WAMHS

Small group activities

- Nurture groups
- Targeted groups facilitated by Education Mental Health Practitioner (EMHP)

Individual pupil support

- Therapeutic support from learning mentor
- Parent consultations with CWIS
- Guided self-help Cognitive Behaviour Therapy for child anxiety (for parents) delivered by EMHP
- Guided self-help for child behaviours that challenge (for parents) delivered by EMHP

Support for parents and carers

- WAMHS parent workshops/coffee mornings led by CWIS
- Universal workshops for parents led by EMHP (e.g. managing child anxiety, managing behaviour that challenges)
- Parent consultations with CWIS
- Family coaching (via Hackney Education)

Teaching about mental health and emotional wellbeing

Through PSHE, we seek to give pupils an understanding of mental health, and to provide them with knowledge and social and emotional skills that will help them to develop their resilience. This teaching will also help to reduce the stigma surrounding mental health problems.

Primary pupils learn:

Key Stage 1

- To recognise, name and describe feelings, including 'good' and 'not so good' feelings
- Simple strategies for managing feelings
- How their behaviour affects other people
- About empathy and understanding other people's feelings
- To cooperate and problem solve
- To motivate themselves and persevere
- How to calm down
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- Who to go to if they are worried
- About different types of teasing and bullying, that these are wrong and unacceptable
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Key Stage 2

- What positively and negatively affects their mental and emotional health (including the media)

- Positive and healthy coping strategies
- About 'good' and 'not so good' feelings
- To describe the range and intensity of their feelings to others
- To recognise and respond appropriately to a wide range of feelings in others
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- About resilience
- How to motivate themselves and bounce back if they fail at something
- How to empathise and be supportive of others
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), how to respond and ask for help
- About the importance of talking to someone and how to get help

Involving parents and carers

Promoting mental health

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children.

To support parents and carers:

- We provide information and websites on mental health issues, as well as information about local wellbeing and parenting programmes.
- We include the mental health topics that are taught in the PSHE & RSHE Curriculums, found on the school website.

Supporting parents and carers with children with mental health needs

We are aware that parents and carers react in different ways to knowing their child is experiencing difficulties with their mental health, and we will be sensitive and supportive. We also help to reassure by explaining that mental health problems are very common, that the school has experience of working with similar issues, and that help and advice are available.

Parents and carers will always be informed if their child is at risk of danger. Pupils may choose to tell their parents and carers themselves by following our Child Protection and Safeguarding Policy.

We make every effort to support parents and carers to access services where appropriate. Our primary concern are pupils, and in the rare event that parents and carers are not accessing services we may seek advice from the Local Authority. We can also provide information for parents and carers to access support for their own mental health needs.

Staff roles and responsibilities, including those with specific responsibility, and the WAMHS programme

We believe that all staff have a responsibility to promote positive mental health, and to understand about mental health's *protective factors* (things that make mental health problems less likely) and *risk factors* (things that make mental health problems more likely). We recognise that some children will require additional help; all staff should have the skills to look out for the early warning signs of mental health problems and to ensure that pupils with mental health needs get additional help they need early on.

All staff should have an understanding of possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown, and bullying. They also understand the factors that protect children from adversity, such as: self-esteem, communication and problem-solving skills, a sense of worth and belonging, and emotional literacy (see *Appendix 1* for a list of common risk factors and protective factors).

The Designated Mental Health Lead:

- Leads on and works with other staff to coordinate whole school activities to promote positive mental health
- Provides advice and support to staff and organises training and updates
- Keeps staff up to date with information about what support is available
- Liaises with the PSHE Coordinator on teaching about mental health
- Works closely with external agencies e.g. WAMHS (see below), young hackney, the educational psychology service
- Is the first point of contact and communicates with mental health services e.g. CAMHS, social care clinical team
- Makes referrals to services

The Wellbeing and Mental Health in Schools (WAMHS) Programme

Jubilee Primary School believes strongly in fostering a whole school approach to wellbeing and is therefore part of the Wellbeing and Mental Health in Schools (WAMHS) programme. WAMHS is a programme that was developed in collaboration with the Child and Adolescent Mental Health Service (CAMHS), which is part of the NHS. It aims to support schools to be environments that embody and promote emotional wellbeing by conducting work at multiple levels:

- Creating an environment where children are supported to learn and develop socially and emotionally, as well as academically.
- Developing and promoting pupil resilience.
- Supporting the early identification of mental health needs, and making use of established links with more specialist teams and agencies for more complex difficulties (Department for Education 2017).

- Working alongside key partners across all agencies in mental health, for example a CAMHS Worker In School (CWIS) and an Educational Mental Health Practitioner (EMHP) within the Mental Health Support Team (MHST).

The role of the CAMHS Worker in Schools (CWIS)

- Attending regular multi-agency planning meetings
- Offer consultation to staff and/or parents if needed
- Develop and provide particular initiatives such as a targeted support groups or interventions with parents.
- Provide training to staff and parents and carers
- Liaison
- Supporting and advising to the school organisation
- Support and advice for schools on recommended mental health resources and interventions
- Supporting reflective practice for staff (that is, supporting the process by which people reflect on, and learn from their experiences as professionals)

The role of the Educational Mental Health Practitioner (EMHP) in the Mental Health Support Team (MHST):

- To deliver guided, manualised, short-term therapy programmes for mild-moderate mental health difficulties.
- To support the whole school approach through universal psychoeducation (that is, sharing what psychologists understand about the mind and explaining how this information can help us to foster emotional wellbeing)
- To triage and provide support to the CWIS with signposting to helpful organisations
- To provide support for parents and carers on child anxiety and/or behaviours that challenge

The role of the Safeguarding Lead

Safeguarding means taking action to promote the welfare of children and young people and protect them from harm.

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the mental health lead in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Lead. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting first aid staff and contacting the emergency services if necessary. Where a referral to CAMHS (Child and Adolescent Mental Health Services) is appropriate, this will be led and managed by the Mental Health Lead.

The role of every member of staff

All staff are expected to:

- Treat each other with kindness, empathy, and respect
- Keep in mind the workload and wellbeing of other members of staff
- Promote reflective practice and debriefing after challenging incidents

- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance. If relationships or communication breaks down, actively seeking support and engaging in restorative interventions
- Report honestly about their wellbeing and let other members of staff know when they need support
- Follow the school's policy on out-of-school hours working, including guidance on when it is and isn't reasonable to respond to communications
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing

Section 4: Staff Wellbeing

Promoting staff wellbeing at all times

“The best thing for students is a happy, motivated staff. By putting the staff equal first with the students, you are doing the best you can do for the students” (John Tomsett, 2013).

Jubilee Primary School has a clear commitment to promoting positive mental health and wellbeing of all staff. The school will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

Confidentiality will be maintained for all staff.

The Governors, Headteacher and the SLT will:

- Support steps taken to develop a culture of co-operation, trust and mutual respect within the school
- Annual Staff Appreciation Week.
- Champion good management practices and the establishment of a work ethos within the school to maintain a reasonable “work-life balance”
- Promote effective communication and ensure that there are procedures in place for consulting and supporting employees (including volunteers) on changes in the organisation, to management structures, and working arrangements
- Encourage staff to be fully involved in the decisions of the school through staff consultations in which staff can talk freely about any issues which impact on their ability to carry out their jobs
- Encourage initiatives and events that promote health and well-being
- Treat individuals reporting to them with consideration and dignity, and promote a culture of mutual respect in the teams they manage. They will not permit unacceptable behaviour and will take decisive action when issues are brought to their attention

- Attend training as appropriate in order to increase their awareness of the causes and effects of work-related stress
- Encourage their staff to participate in events and initiatives undertaken by the school to promote well-being and more effective working
- Take action in the interests of all their colleagues where performance by a member of staff may cause stress to their colleagues.
- Support the wellbeing of volunteers including the Parent Teacher Association, which contribute to school life.

The Role of the Staff Wellbeing Champion

Jubilee Primary School supports the role of a staff wellbeing champion. The Staff Wellbeing Champion will strive to keep staff wellbeing at the top of the school's agenda.

The Staff Wellbeing champion can signpost their colleagues to mental health resources, advocate for change, and support their colleagues. Establishing a wellbeing champion can harness the benefits of peer support, and has been shown to promote wellbeing, prevent burnout, and increase job satisfaction. With more evidence showing that social isolation is a risk factor for poor health, social support is also a key benefit of a wellbeing champions network. (source: [The science of Unmind's Wellbeing Champions Training](#))

The staff wellbeing champion will receive mental health first aid training and will be supported by the CWIS.

Section 5: Governing Board: The role of the Governing Body

The governing board is expected to:

- Ensure that the school is fulfilling its duty of care as an employer, such as by monitoring staff workload and creating a supportive work environment
- Monitor and support the wellbeing of the Headteacher
- Ensure that resources and support services are in place to promote staff wellbeing
- Make decisions and review policies with staff wellbeing in mind, particularly in regard to workload
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

Appendix

Appendix 1 Protective and Risk factors (adapted from *Mental Health and Behaviour DfE March 2016*)

	Risk Factors	Protective Factors
In the Child	<ul style="list-style-type: none"> • Genetic influences • Specific development delay • Communication difficulties • Physical illness • Academic failure • Low self-esteem • SEND 	<ul style="list-style-type: none"> • Being female (in younger children) • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • Problem solving skills and a positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the Family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord
In the School	<ul style="list-style-type: none"> • Bullying • Discrimination • Breakdown in or lack of positive friendships • Negative peer influences • Peer pressure • Poor pupil to teacher relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Positive classroom management • A sense of belonging • Positive peer influences
In the Community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living

	<ul style="list-style-type: none"> • Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events 	<ul style="list-style-type: none"> • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities
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Appendix 2 Specific mental health needs most commonly seen in school-aged children

For information see Annex C Main Types of Mental Health Needs
Mental Health and Behaviour in School DfE March 2016

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Annex C includes definitions, signs and symptoms and suggested interventions for

- Anxiety (including panic attacks, phobias and Obsessive Compulsive Disorder OCD)
- Depression
- Eating Disorders
- Substance Misuse
- Self Harm

The DfE guide does not include specific information on suicidal thought

Suicidal Thoughts

Young people may experience thoughts and feelings about wanting to end their lives. Some young people never act on these feelings but may openly discuss and explore them, while other young people die suddenly from suicide without any apparent warning signs.

Appendix 3 Where to get information and support

For support on specific mental health needs

Anxiety UK www.anxietyuk.org.uk OCD UK www.ocduk.org

Depression Alliance www.depressoinalliance.org

Eating Disorders www.b-eat.co.uk and www.inourhands.com

National Self-Harm Network www.nshn.co.uk

www.selfharm.co.uk

Suicidal thoughts [Prevention of young suicide UK – PAPHYRUS: www.papyrus-uk.org](http://www.papyrus-uk.org)

For general information and support

www.youngminds.org.uk champions young people's mental health and wellbeing

www.mind.org.uk advice and support on mental health problems

www.minded.org.uk (e-learning)

www.time-to-change.org.uk tackles the stigma of mental health

www.rethink.org challenges attitudes towards mental health