



*Nourishing the fitrah of each unique child*

## Mental Health and Well-being Policy

***“For indeed, with every hardship, there is relief.  
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(Qur’an, 94:5-6)***

Adopted: February 2024	Review date: February 2025	Pastoral Care Coordinator: Hawwa Mbombo
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Updated: February 2024  
February 2025

Review date:

## Mental Health and Well Being Policy

In enforcing the Government's Green Paper, 'Transforming children and young people's mental health provision' this policy sets out to build a whole school environment which will support children's mental wellbeing, allowing them to fully engage and reach their full potential. This fully aligns with our values and ethos to develop a respectful school community with clear expectations of accepted discipline and behaviour and is linked with our Behaviour, Anti – bullying as well as Safeguarding and Child Protection policies.

### Aims

We aim to ensure that our school:

- Is a place where children, staff and parents feel valued
- Reduces the stigma attached to mental health issues and enables pupils to talk openly about their concerns
- Makes children feel safe and gives them a sense of belonging
- Embeds the skills pupils need to develop social relationships
- Helps children to develop good coping mechanisms to manage life challenges
- To facilitate learning and achievement

### Objectives

- To create an ethos that supports mental health resilience
- To create an environment where students, staff and parents feel safe, nurtured and supported
- To provide a space that models a good community, by working with parents and support agencies.

### Definition Of Mental Health And Well Being

*"A state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."* (World Health Organisation)

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."*

### Why Mental Well Being Is Important

Mental health is a critical factor in general wellbeing, which can affect children's achievement. We take a whole school approach in promoting mental health where children understand their purpose in the world and for them to thrive, be happy and be resilient learners. Well-being also considers staff and we endeavour to support staff in performing their duties.

### Roles and responsibilities

#### Trustees

Trustees will:

- Take overall responsibility for the implementation of this policy
- Ensure that the school is operating to promote mental health and that other policies which support mental health are in place
- Ensure that the policy is easily assessed and published on the school's web-site

#### Headteacher:

- Ensure a whole school approach to mental health

- Ensure that staff understand and implement the policy
- As much as possible, to ensure that all staff enjoy a reasonable work-life balance and lead by example in this regard
- Create an environment that is nurturing, secure, and supportive
- Create opportunities for employees to discuss concerns confidentially
- Provide personal and professional development such as stress management, team building
- Keeping detailed records of any significant mental health concerns
- Conduct risk assessment for work-related stress
- Liaising with external services where there are any significant mental health concerns
- Ensuring that the school shares information on mental health with all pupils.
- Report to the Trustees about the school's well-being provision
- Ensure appropriate referrals

#### **All members of school staff will:**

- Understand their responsibility in promoting positive mental health and be aware of some risk factors for mental health
- Treating all pupils with empathy, respect and kindness
- Listening to the views of pupils and making sure that they have opportunities to contribute to the decision-making process
- Encouraging pupils to disclose concerns or seek help when necessary
- Reporting any wellbeing or mental health concerns to their line manager
- Be vigilant in observing behaviour patterns which might be linked to mental health such as, anger, irritability persistent sadness, withdrawal and out control behaviour

#### **Supporting Individual Pupils**

All members of staff will work together to identify and monitor mental health concerns. Open communication between members of staff will help to create a 'first line' in supporting individual pupils and responding to disclosures.

Staff will record information accurately and regularly using the schools '**welfare/concerns form**' in order to track concerns and report this to their line manager.

In addition, senior leaders will meet regularly to discuss any ongoing concerns and make suitable arrangements as required.

#### **Identifying risk factors:**

- Unstable home life or family breakdown
- Physical illness
- A parent with mental illness
- A loss
- Bullying
- Difficulty learning
- Any form of abuse
- Domestic violence
- Low self esteem
- Loss of a protective factor

Staff will be encouraged to look out for:

- erratic, unaccountable behaviour (e.g. leaving lessons suddenly)
- parents confirm changes in sleeping habits
- disengagement from work or extracurricular activities
- unexpected or disproportionate reactions to ordinary situations
- aggressive out of control or compulsive behaviour
- a drop in academic achievement
- a drop in attendance

- isolation from peers
- dysfunctionality in family life
- changes in appetite
- irritability
- persistent sadness or worry

## Interventions and Strategies

### Whole school approaches

- Providing smooth transitions
- Prevention through early intervention of children who have mental health needs and planning support to meet their needs, including liaising with a specialist
- Using Leuven scales to identify children in EYFS who need support
- Campaigns and assemblies to raise awareness of mental health issues through wellbeing week/ day
- Displays around school to promote mental health
- Dedicating time to celebrate pupils' academic and extracurricular achievements
- Using displays and bulletins to signpost pupils to sources of support
- Monitor, review and evaluate the support with children and work effectively with parents
- Regular meetings for staff to raise concerns
- Staff appraisal to support and monitor emotional wellbeing

### In the classroom

- Problem solving activities
- Comments boxes - where children can anonymously share concerns
- Monitor behaviour, attendance and sanctions
- Buddy system
- Be alert to behavioural and emotional changes.
- Enforce classroom code of conduct.
- PSHE curriculum will include lessons on mental health and wellbeing, as well as the importance of relationships and self care; getting sufficient sleep, eating well and activities
- PSHE will help to build resilience by: helping children to have a positive self view, how to manage difficulties and how to make appropriate and good choices.

### Teachers support mental health by:

- Understanding that children are our *Amaanah*
- Being compassionate, calm, caring and non-judgemental
- Raising self-esteem through praise
- Helping children to manage feelings and build self esteem
- Attending to their own self- care and managing their time

## Referrals

The main specialist team for mental health are the **Child and Adolescent Mental Health Service (CAMHS)**. They can be accessed through referral by the school, GP or a self-referral.

Any member of staff concerned about a pupil will take this seriously and talk to the Headteacher.

## Useful links

- [Young Minds](#) is one of the UK's leading charities for children and young people's mental health.
- [Place2Be](#) is one of the UK's leading children's mental health charities.
- [Mind](#) is the UK's leading mental health charity, offering a great deal of useful information on children's mental health.
- [Children's Mental Health Week](#) is an annual opportunity to encourage children, young people and adults to celebrate their uniqueness.
- [Child and adolescent mental health services \(CAMHS\)](#) provide support to children and young people with a wide range of behavioural and emotional issues.

**Signed by**

***H. Mbombo***

**Headteacher**

**Date: 15/02/2024**

**This policy will be reviewed annually.**

