Aqueduct Primary School Mental Health & Well Being Policy
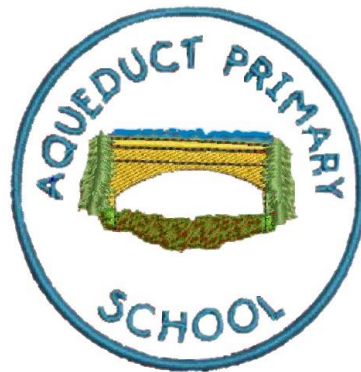

2021

Signed _____Date_____

Signed_____ Date_____

Mental Health and Well-being Policy

Introduction

Staff health and well-being at work is recognised as part of a broader approach to promoting health. It involves all stakeholders associated with the school community including parents, children, staff, governors and external agencies.

It is evident that organisations who adopt an organisational approach to improving the health and well-being of staff within the organisation can achieve substantially reduced costs associated with staff turnover, absenteeism and risk management. It is also evident that staff morale, job enrichment, quality of work and work-life balance alongside continuous improvement of educational achievement are all important, positive outcomes. Ultimately, this can lead to improved productivity and the improvement of overall organisational performance.

It is also essential that the healthy organisation recognises people as its main strength and resource. It is essential, therefore, that they develop policies, systems and practice, which optimise people's ability to work together and achieve their full potential within an inclusive, empathic and emotionally literate context.

Well Being Committee Members

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

- Designated child protection / safeguarding leads (Jo Clarke & Lisa Batchelor)
- Deputy Head (Jo Clarke)
- Inclusion Support Manager (Lisa Batchelor)
- Personal Development and Citizenship Subject Lead (Kerri Santopietro)

Other policies linked to this:

Attendance and Absence Management Policy
Health and Safety Policy
Equality of Opportunity Policy
Anti-Bullying Policy/Procedure
Grievance Procedure
Whistleblowing Procedure.
Pay Policy
Performance Management Policies for Teaching and Support Staff

Behaviour Policy
Safeguarding Children

Policy Statement

It is the policy of this establishment to a) promote health and well-being throughout all management policies and support services including information networks and health promotions: alcohol awareness, diet, self-management exercise and by a liaison with appropriate external agencies; b) to prevent as far as possible any circumstances that could be described as detrimental to the mental health and well-being of staff and children. The purpose of the policy is as follows:

- To support staff effectiveness and teaching and other associated activities which contribute to achieving the school's values and objectives;
- To ensure that staff's ability is enhanced in order to benefit from all provisions;
- To ensure that when responding to one individual's health difficulties that this approach does not significantly affect other people's health and well-being within the institution.

Definitions

The term mental health difficulties can encompass a wide range of experiences. These can range from stress and anxiety through to serious mental illness and conditions which are diagnosed and treated by specialist health providers. Although a difficult definition to give in absolute terms it is important that all within the community avoid the use of negative terms with stigma attached. This kind of behaviour may well deter staff and children from accessing the support required. Inappropriate use of medical terms might also be misleading and cause unnecessary labelling. Consequently, within this institution all staff and children will be encouraged to respond to individual needs as opposed to specific labels.

Confidentiality

It is important to note that confidentiality is of paramount importance with regard to those experiencing mental health difficulties and problems. However, it is essential that children and staff are aware that, in certain circumstances, where an individual is deemed to be at risk then this policy will need to be breached. At all times it is the safety of the majority that needs to take precedence over confidentiality of the

individual and the majority that need to take precedence over confidentiality. (See Safeguarding statement)

Responsibility of the School

It is the responsibility of this school to:

- Promote the emphasis towards good health and well-being and consideration of the school within all relevant aspects of its day-to-day running;
- Ensure the provision of central support and advisory services as appropriate;
- To provide training to staff and teach children in the area of well-being and mental health problems;
- To promote and encourage a non-stigmatising community in order to enhance the effectiveness of its actions;
- To be open minded and non-judgemental towards staff and children that appear to need support;
- To monitor the effectiveness of this policy through regular committee meetings and reports from this to the governing body.

Responsibility of Senior Leaders

It will be the responsibility of the SLT to:

- To ensure the establishment of effective monitoring processes so as to be able to evaluate the impact of the policy;
- To make recommendations on developments and improvements to the policy;
- To establish an on-going effective communication with external agencies and ensure appropriate supervision for those within the school who are providing therapeutic input;
- To ensure the promotion of this policy throughout the whole school organisation.

Responsibility of Staff

It is the responsibility of all school-based staff and support staff to ensure the following:

- Maintain a non-stigmatising community;
- To treat each other and all children with dignity and respect as an individual and not as a problem or condition;

- Access and take advantage of appropriate training and sources of information;
- To uphold confidentiality while safety is not at risk;
- To recognise their own limits in terms of how they can support both themselves and others.

It is the responsibility of all children to also:

- Contribute towards the maintaining of a non-stigmatising community;`
- To treat each other and their teachers with dignity and respect and not to label one another or treat each other simply as a problem or condition;
- To access appropriate support on offer within the school context including both individual and group support, led by Inclusion Support and Learning Mentor;
- To understand the confidentiality procedures and the fact that these will need to be breached if their behaviour is evidently going to put them at risk;
- To recognise their own limits as to how they can support others and know when to seek help and advice.

The Sources for School Based Staff who Provide Support for Others

The school will ensure that all staff members, who are providing any form of support for children with mental health difficulties, are appropriately supported and supervised. Staff and children will be made aware of the support available as part of the induction process, an awareness of mental health within the school curriculum and regular promotion of our school values.

At Aqueduct School we offer support through targeted approaches for individual pupils or groups of pupils which may include:
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Emotion Coaching
- Developing wellbeing and resilience
- Managing emotions resources such as 'the incredible 5 point scale'
- Peer coaching and mentoring
- 4 S's of Attachment – Seen, Safe, Soothed, Secure
- Group Work/Mental health and wellbeing groups, ELSA support groups.
- Therapeutic activities including art, Build to Express, relaxation and mindfulness techniques.

- Therapeutic strategies including Cognitive Behaviour Therapy, Solution Focused Brief Therapy and Motivational Interviewing
- Toolbox of Wellbeing

The school will make use of resources to assess and track wellbeing as appropriate including:

- The Boxall Profile – Nurture UK
- Emotional literacy scales – GL Assessment
- Engagement Profile – (2020 Rochford Version)

Key Indicators

1. Physical health

There is much research evidence to show that regular ie daily, light or moderate exercise is beneficial for the prevention of heart disease alongside a range of life threatening diseases. There is also a clear link between physical exercise and mental well-being. The provision of opportunities for physical activity is one way in which the school could contribute to promoting health and preventing illness in both children and their teachers. We are therefore committed to ensuring that the following are in place:

- Opportunities to participate in fitness or exercise activities;
- Regular opportunities to participate in 'the daily mile.'
- Regular CPD opportunities for teaching staff with School Sports Lead

2. Personal well-being

There are many psycho-social factors which influence health and well-being and it is evident that mental health promotion in the workplace can prevent stress alongside promoting and understanding of mental illness. We would consequently aim to ensure that the following is in place:

- As far as possible we will respond to requests for working arrangements in order to cater for family and other external responsibilities or demands;
- We will develop a bank of resources to ensure that all staff feel confident when teaching lessons based around mental health and well-being:

- We will ensure that diversity is tolerated, both amongst staff and children, and that there is an awareness of the relevant legislation;
- We will ensure the existence and quality of effective communication systems in order to reduce stress across all curriculum areas and across all procedures and systems.

3. Organisational health

There is a great deal of research to show that harmonious working relationships which are created by effective leadership and staff involvement in decision making alongside effective administration systems are vital in terms of contributing to staff health and well-being. Administrative and professional support can assist school based staff to undertake their designated roles with organisational purpose and direction. We, therefore, seek to ensure the following:

- That leadership is considered to be supportive of all staff needs and that this is ensured via both formal and informal communication processes including a well-being questionnaire, informal talks with staff regarding their input and feelings and regular recognition of staff achievements both formally and informally;
- We will also aim to ensure that staff are empathic and supportive of one another and that there are opportunities available on a regular basis to ensure quality staff interaction eg team teaching, morning meetings, social activities;
- We shall also ensure that all staff have a clear understanding and acceptance of their roles and responsibilities within the school context;
- At all times the work demands on staff will be reviewed and monitored to ensure that they are both reasonable and realistic and do not cause stress or low morale.

Safeguarding

Aqueduct School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place which we refer to in our prospectus. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Families are welcome to read the Policy on the school website.

Our Designated Safeguard Leads (DSLs) are: Tammy Lockley, Jo Clarke. Ash Palin, Cara Duppa, Ellie Harrow, Lisa Batchelor.

Resources

https://togetherall.com/en-gb/ (see Appendix 1)
Employee Assistance Programme – 0800 783 2808 (24 hour helpline)

A Toolbox of Wellbeing – strategies to use in the classroom to support at all stages and phases.
Understanding & Preventing Self-harm in Schools – Tina Rae & Jody Walshe

The Essential Guide to Cognitive Behaviour Therapy with Children & Young People – Tina Rae & Pandora Giles

Emotion Coaching – resource bank for parents, carers and professionals – Dr Tina Rae and Amy Such

The ASD Girls' Well Being Tool Kit: An Evidence-based intervention Promoting Mental, Physical and Emotional health – Tina Rae and Amy Such (2019) [Hinton Publishers]

Well Being Tool Kit for Mental Health Leads:
A Comprehensive training resource to support well being in education and care by Hinton House publishers

The Engagement Model Guidance from DfE, Jan 2020
The Engagement Model Guidance (DfE, January 2020) (PDF)

Respect Yourself – Relationships Education, Relationships and Sex Education and Health Education

Calm Kit – classroom based strategies for reducing anxiety and stress, based on hypnotherapy. Group sessions and interventions available from Clarissa Woodcock. Clarissa Woodcock B.Ed (Hons) M. Ed.

Cognitive Fitness – https://mycognition.com/

Keiron Sparrowhawk – keiron.sparrowhawk@mycognition.com

What survival looks like in school – understanding, identifying and supporting fight, flight, freeze and submit – www.innerworld.co.uk

Expect Respect – A preventative curriculum for teaching about Domestic Abuse – training in the autumn term.

RE-RSE-HE – https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

Social Stories
Examples of 'Social Stories' (PDF Copy)

Books Beyond Words:
https://booksbeyondwords.co.uk

Nurture UK:
https://www.nurtureuk.org
Bereavement Box / 60 Sensory Minutes
– https://www.nurtureuk.org/publications/practical-tools

Sleep Champion - training for staff, pupils and parents

Professional Based support

Sandra Williamson - Emotional Health and Wellbeing Public Health Nurse, School Nursing

BEAM The Children's Society - Gemma Holland - Clinical Lead - Shropshire, Telford & Wrekin Beam
Kooth - Angela Jones - angela.jones@xenzone.com
https://about.kooth.com/covid19-data/

The Belonging Strategy - Telford and Wrekin

Shropshire Wildlife Trust - 30 days wild to 365 days wild - wildlifetrusts.org - Bryony Carter,
Natural Childhood Manager, Shropshire Wildlife Trust - 01743 284290 Mob: 07487587316 -
bryonyc@shropshirewildlifetrust.org.uk

Web based

Podcasts with Professor Barry Carpenter - The Recovery Curriculum
www.recoverycurriuclum.org.uk

https://www.youtube.com/watch?v=IkAkGIQtDwE&feature=share
Coffee Time with Dr Tina Rae - These 1 hour sessions cover the following:Using tools from
CBT with children and young people, anxiety, grief and loss, understanding and using mindfulness,
positive psychology, understanding trauma, emotional literacy and emotion coaching, peer group
supervision, self-esteem and growth,

https://www.google.com/search?q=Dr+Tina+Rae+U+tube&rlz=1C1GCEA enGB860GB861&oq=Dr+Tina+Rae+U+t
ube&aqs=chrome..69i57.5754j0j1&sourceid=chrome&ie=UTF-8

Engagement for Learning - https://engagement4learning.com/ - The Engagement for Learning Framework
is a resource for educators, including teachers, teaching assistants and therapists working in both
mainstream and special education.

Public Health - Psychological First Aid (PFA) digital training module
CEOP Education Team ceopeducation@education.nca.gov.uk
Adverse Childhood Experiences - training linked to Adverse Childhood Experiences
https://www.acesonlinelearning.com/
NSPCC - www.nspcc.org.uk
Mental Health Foundation - mentalhealth.org.uk
Every Mind Matters - https://www.nhs.uk/oneyou/every-mind-matters/
Coram Life Education - cle@coram.org.uk
https://youngminds.org.uk/blog/what-to-do-if-you-re-anxious-about-coronavirus/
https://mentalhealth.org.uk/coronavirus/talking-to-children
https://kely.org/assets/docs/Resources/Information/Mental-Health/Coolminds Staying-well-during-
coronavirus-outbreak.pdf
https://www.mentallyhealthyschools.org.uk/media/1960/coronavirus-mental-health-and-wellbeing-
resources.pdf
https://www.mind.org.uk/information-support/for-children-and-young-people/coronavirus/coronavirus-and-
your-wellbeing/
https://www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-advice-for-families-
staying-at-home/
https://mentalhealth-uk.org/blog/how-to-have-an-open-conversation-with-young-people-about-coronavirus/
https://www.kooth.com/
https://www.childline.org.uk/
Thriving with Nature - joint work between the Mental Health Foundation and World Wildlife Trust
https://www.mentalhealth.org.uk/campaigns/thriving-with-
nature?bblinkid=230928973&bbemailid=22797689&bbejrid=1555405942
Schools in Mind - Anna Freud - https://www.annafreud.org/what-we-do/schools-in-mind/
https://www.mentallyhealthyschools.org.uk/
https://youngminds.org.uk/media/1428/wise-up-prioritising-wellbeing-in-schools.pdf
https://www.place2be.org.uk/our-services/services-for-schools/mental-health-resources-for-schools/

https://www.mentalhealth.org.uk/campaigns/mental-health-schools-make-it-count
https://www.time-to-change.org.uk/get-involved/get-involved-schools/school-resources
https://www.naht.org.uk/news-and-opinion/news/pupil-support-and-safeguarding-news/youre-never-too-young-to-talk-mental-health-free-teaching-resources/
https://www.bbc.co.uk/teach/teach/childrens-mental-health-week-2019/zk37bdm
https://www.liverpoolcamhs.com/workforce-tools/mental-health-session-plans-resources-for-schools/
https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and
https://www.royalfree.camden.sch.uk/page/?title=Teaching+about+Mental+Health&pid=43

Resources to support from the Wellbeing for Education Return Training

- AFNCCF (Anna Freud National Centre for Children and Families) View website Covid-19 Tool Kit View pdf

- Charlie Waller Trust View website

- Children's Society – 5 Ways to Wellbeing postcards View pdf

- DfE (Department for Education) View website

- Emerging Minds podcasts: View Charlie Waller Trust – Mental Health Training in Schools View website

- P2B (Place2Be) – Resilience and Wellbeing Lesson Plan (Primary School) View website

- Mentally Healthy Schools – Mentally Healthy Schools features over 500 quality-assured, curriculum-linked resources for primary schools, as well as those on staff wellbeing. You can sign up for curated monthly toolkits View website

- NASEN (National Association for Special Education Needs). Recovery, Re-introduction and Renewal: Safe And Successful Returns To School. A Handbook For Schools And Education Settings Following Critical Incidents. Whole School SEND. (Accessed August 2020) View website

- Every Mind Matters View website

- Mentally Healthy Schools View website

- MindEd Educational Hub View website

- NASEN (National Association for Special Education Needs) View website

- P2B (Place2Be) View website

- PHE (Public Health England) View website

- RSHE (Relationships and Sex Health Education) View website

- Rise Above for Schools View website

- Young Minds View website

WHO. PFA-Psychological first aid in emergencies training for frontline staff and volunteers: Press Release Gov.UK Future learn e-learning resource

- Barnardos – See, Hear, Respond View website

- British Psychological Society – Back to School View website

- Child Bereavement UK – School Projects for Remembering View website How Children Grieve View website Childrens Understanding of Death View website

- Childhood Bereavement Network View website Key Statistics View website Help Around a Death View website Growing in Grief Awareness View website

- Children's Society – 5 Ways to Wellbeing postcards View pdf

- Co Space Study: Supporting Parents, Adolescents and Children during Epidemics View website

- DfE Mental Health and Wellbeing in Schools View website

- DFE Statutory Guidance: Keeping children safe in education [View website](#)

- Grief Encounter [View website](#)

- Hope Again from Cruse Bereavement Care [View website](#)

- Healios – Think Ninja [View website](#)

- Kooth [View website](#)

- Local NHS Mental Health Crisis Support Lines [View website](#)

- NHS – Advice for parents, guardians and carers on how to help and support a child or young person with mental ill health, suicidal thoughts or self-harming behaviours [View website](#)

- NHS – Mental health urgent access support lines [View website](#)

- NHS – Top NHS doctor issues advice for children going back to school [View website](#)

- NHS – What to do if you're a young person and it's all getting too much [View website](#)

- NSPCC report: Isolated and Struggling [View website](#)

- Taking Part [View website](#)

- Trauma Informed Schools [View website](#)

- Winstons Wish [View website](#)

- Recovery and Renewal handbook [View website](#)

- RSHE training videos and snippets [View website](#)

- Whole School/College SEND [View website](#)

MindEd sessions
- MindEd Adverse Childhood Experiences [View course](#)

- Anxiety Disorders [View session](#)

- Building Confidence and Resilience [View session](#)

- Death and Loss (Including Pets) [View session](#)

- Depression [View session](#)

- Domestic Abuse [View session](#)

- Loss and Grief [View session](#)

- Sad Bored or Isolated (Low Mood and Depression) [View session](#)

- The Worried Child [View session](#)

- Victims Including Domestic Abuse [View session](#)