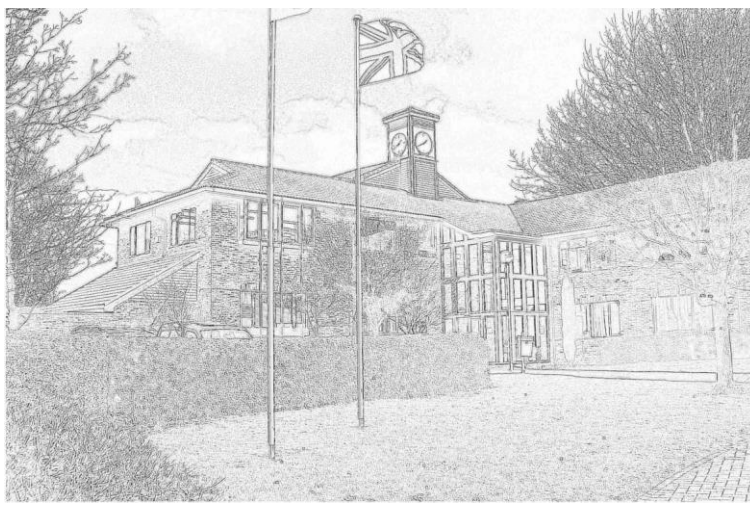




THE WEBBER  
INDEPENDENT SCHOOL

## The Webber Independent School

### Mental Health and Emotional Wellbeing Policy



This policy has been written in accordance with DfE statutory guidance: 'Keeping Children Safe in Education (September 2023). It has been devised in line with recommendations by Milton Keynes County Council and MK Together

This policy applies to all pupils in the school, including EYFS

People Responsible: M Chessum/H Marsden

Check and approved by the Webber Safeguarding team: November 2023

Next review: July 2024

Policy Statement According to the World Health Organisation: 'Mental health is a state of wellbeing 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. Mental health is fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living and enjoy life. On this basis, the promotion, protection and restoration of mental health can be regarded as a vital concern of individuals, communities and societies throughout the world.'

At The Webber Independent School, we are committed to the protection and promotion of positive mental health for all children, staff and parents. We will continuously strive to improve the mental health of the school community with a whole-school approach to mental health, and the promotion of positive mental health and wellbeing. We also recognise that just like physical health, mental health and emotional well-being can vary at any given time and is fluid and can change.

## **Policy Aims**

We recognise how important mental health and emotional well-being are to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall well-being and can affect their learning and achievement. Persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those children of the same age. Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience.

We adopt a whole school approach to mental health and well-being.

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

- Children, staff and parents/carers are valued
- Children have a sense of belonging and feel safe
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma
- Positive mental health is promoted and valued
- Children are supported to understand and manage their emotions
- Awareness in the whole school community of the signs and symptoms of mental health problems
- Staff are supported to manage their own mental health and wellbeing

- Staff are supported to respond swiftly and effectively to any signs of an emerging mental health problem
- Staff have access to Bellevue's mental health services through the Bellevue Portal (MyBellevue, DAS Legal/Counselling)
- There is a dedicated Staff Wellbeing Committee to promote positive mental health
- Children and staff engage in activities which promote mental health and wellbeing
- Non-academic achievements are valued and celebrated

### **Lead Members of Staff**

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

- Mrs Marsden (Headmistress and DDSL)
- Ms Chessum (DSL and Pastoral Lead)
- Miss Duff (Head of Junior School & DSL)
- Ross Knapper (PE Teacher and Thriving Individuals lead)
- Emma Lipinski (Year Teacher and Thriving Individuals Lead)
- Mrs Camfield (Nursery Manager)

### **Lead Students**

Mental Health and Well being Leads - (2 Year 11 Students)  
 Mental Health Champions - (11 Year 10 students)  
 (6 Year 11 Students)

We believe that all staff have a responsibility to promote positive mental health, and to understand protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs to get early intervention and the support they need. In the event of any concerns that a child may be at risk of immediate harm, the School's child protection procedures should be followed, with an immediate referral to the designated DSL, the Headmistress or Governor.

### **Promoting Positive Mental Health: Children**

The skills, knowledge and understanding needed by our children to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE & Relationships (RSHE) curriculum. The content of our lessons is determined by the specific needs of the cohort we are teaching, but we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and help reduce the stigma of mental health problems.

We follow the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive way. We promote positive mental health and wellbeing in other ways such as:

- All students have the Safeguarding Leaflet, Anti Bullying Pledge and the Computer Access Policy in their planners
- Health Week, World Mental Health Day, World Kindness Day, Safer Internet Day/Week, Anti-bullying Week to raise awareness of mental health
- Special events opportunities e.g. 'Children's Mental Health Week'
- Ensure all children know they are unique and special and promote self-esteem
- Circle time approaches or activities
- Kindness activities and displays
- Zones of Regulation - children continually assess how they are feeling and discuss strategies for managing not so good feelings
- Wellbeing Ambassadors/ Mental Health Champions and Leads
- Mindfulness and breathing/meditation in class
- Displays and information around the school about positive mental health and where to go for help and support
- Support for vulnerable children
- Year 10/Year 7 mentoring buddies
- Transition meetings with parent/carers, children and relevant staff
- Individual Care Plans for vulnerable children
- Dedicated support groups/interventions
- Safeguarding/concern discussions in fortnightly meetings, alternate weeks to Pastoral Meetings
- Art, drama and music opportunities
- Games lessons and activities to promote good mental health and wellbeing
- Form Time 1-1 check - in opportunities
- PASS questionnaire data (twice-yearly) collected analysed and potentially vulnerable children identified in each class and intervention strategies are implemented
- Annual Bellevue Parental Survey
- Classroom 'open door' policy
- Parent/Teacher meetings

### **Warning Signs**

Staff may become aware of warning signs which may indicate a child is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns to the Form Tutor, SENCO and Safeguarding Lead as well as record the concern on CPOMS.

Warning signs may include (but are not limited to):

- Physical signs of harm that are repeated or appear non-accidental
- Evidence of any changes to eating or sleeping habits

- Increased isolation from friends or family; becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Expressing thoughts and feelings of failure, hopelessness or worthlessness
- Secretive or unusual behaviour
- Withdrawal or isolation socially
- Wearing long sleeves/trousers/tights in hot weather
- Getting changed secretly for PE and Games
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Expressing unusual ideas or beliefs

## **Training**

All staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep children safe. Training opportunities for staff who require more in depth knowledge will be considered as part of the performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to any developing situations.

Training opportunities will also be delivered to the wellbeing ambassadors for peer to peer support at an initial level half termly.

## **Verbal Disclosures**

We recognise that staff must be calm, supportive and non-judgmental to children who verbally disclose a concern about themselves or a friend. The emotional and physical safety of children is vital and staff must listen rather than advise. Staff ensure that they make it clear to children that the concern will be shared with the DSL and recorded in order to provide appropriate support to the child.

## **Non-Verbal**

Staff also should be aware of non-verbal disclosures - certain behaviour may be an unmet need or cry for help.

## **Confidentiality**

All disclosures are accurately recorded on CPOMS, including date, name of child and member of staff to whom they disclosed, summary of the disclosure and next steps.

## **Working with other agencies**

The school will work with other agencies, via our SENCO or DSL, to support children's emotional health and wellbeing where applicable, including:

- Educational psychology services
- Paediatricians
- CAMHS (Child and Adolescent Mental Health Service)
- Counselling services
- Family support worker
- Service 6
- MK MASH
- Thames Valley Police

### **Promoting Positive Mental Health: Parents Parent Partnership**

We recognise the importance of working with, and supporting parents and carers, as part of our whole school approach to mental health and wellbeing. In order to support parents and carers, we will:

- Ensure the policy is available on our school website
- Ensure that all parents are aware of who to contact and how, if they have concerns about their own child or a friend of their child
- Ensure that parents and carers are involved in our whole school approach to mental health and wellbeing
- Ensure that parents and carers are aware of the support available within the school and externally
- Provide opportunities for parents to be involved in any training or other activities which may help them support their child's mental health e.g Thames Valley police parent online safety workshop

### **Promoting Positive Mental Health: Staff**

The Webber Independent School recognises that positive staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment.

- Each member of staff is valued
- Staff feel able to talk openly with their line manager about health or mental health issues without feeling any stigma
- Positive mental health is promoted and valued and is part of the school ethos
- Awareness in the whole school community of the signs and symptoms of mental health problems
- Staff are supported to manage their own mental health and wellbeing

- Staff are supported to respond swiftly and effectively to any signs of an emerging mental health problem
- Staff have access to Bellevue's mental health services through the Bellevue Portal (MyBellevue, DAS Legal/Counselling) My Bellevue Counselling
- There is a dedicated Staff Wellbeing Committee to promote positive mental health

Related policies:

- SEND
- Safeguarding
- PSHE and RSE