

Kingsthorpe Grove Primary School



Mental health and Well-being Policy

Person(s) Responsible for Document: *Alison Dolan, Stacey Bushell, Karena Wright.*

Date Document Discussed and Agreed with:

Governor/Relevant Committee: Standards and Achievement

Date Document Ratified at Full Governing Body: 1st February 2022

Signed:

A handwritten signature in black ink that reads "Frank Ashby".

Chair of Governors

Signed:

A handwritten signature in black ink that reads "A. Dolan".

Head Teacher

Date Document to be reviewed: February 2023

Mental health is 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 his or her community. (World Health Organisation).

At Kingsthorpe Grove, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our lives physical health.

We strive to ensure that children are able to cope during times of change and stress. Our aim is to ensure that they are encouraged to reach their potential and access support when required. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Designated safeguarding leads:

- Alison Dolan (Head teacher)
- Nicky Lovatt (Assistant Head Teacher/Inclusion Manager)
- Lorraine Brown (Family Support Worker)

TAMH's lead:	Nicky Lovatt
Lead first Aider:	Caroline Timson
PSHE lead:	Kim Turney
Mental health Lead:	Stacey Bushell
Learning mentor:	Tracey Maloret
Lead behaviour mentor:	Teresa Ives
SENCO:	Angela Woods
Well-being team:	Karena Wright and Stacey Bushell

Staff well-being and mental health.

To support all staff, the school will:

- Work towards and build a school ethos where all staff are valued and where there is respect, empathy and honesty
- Provide personal and professional development opportunities
- Provide a range off strategies for involving staff in decision making

- Ensure leaders in school are a positive role model
- Value our teams and be supportive of each other by listening, sharing ideas and recognising each other's strengths
- Ensure time saving ideas are shared
- Ensure performance management is linked to clear job specifications
- Provide support to staff in times of stress or difficulty e.g. Ofsted, child protection concerns
- Provide information about supportive services
- Ask staff to complete a confidential wellbeing questionnaire in the autumn term 2. Results from this will then inform the follow up questionnaire in spring term 2.
- Review the demands on teachers and support staff, the time spent on paperwork and look for solutions where possible.
- Respond sensitively and flexibly to external pressures and stresses that impact on staff lives.
- Maintain contact with staff if they are absent for long periods of time
- Ensure new staff are supported and have an appropriate induction programme
- Provide opportunities for staff to speak in confidence to raise any concerns about themselves and others.

The school will ensure the following:

- PPA-10% of teaching contract time per week
- 1-day subject leader time 3 x year
- Tea and coffee provided in a comfortable staff room
- 1 day in lieu for residential trips of 2 or more nights
- Half a day for report writing per year
- Work emails do not need to be responded to between the hours of 7pm and 7am
- The environment is kept clean
- Supervision meetings 3 times a year – including support staff

Opportunities for staff to relax and socialise

- Jacket potato day
- Birthday/leavers buffet lunch
- Baby/wedding showers
- Secret saint
- Christmas lunch and secret Santa

Moving forward with well-being at Kingsthorpe Grove:

The well-being team will meet to discuss ways in which to promote well-being and positive mental health across the school community. This will be a collaborative working group for both staff and pupils with the aim of addressing issues with positive and manageable solutions.

Children's well-being and mental health.

Monitoring well-being and involvement is important so we can celebrate all pupils and see how we can help individuals to shine. We aim that the children in our school will develop the self-esteem, awareness and self-confidence and have high well-being to play an active part in school life and be valued and valuable members of their communities.

Whole school approaches to pastoral care are contained in our Behaviour policy, CP policy, Anti-bullying policy.

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise. This encompasses seven aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
2. Helping children to develop social relationships, support each other and seek help when they need it.
3. Helping children to be resilient learners.
4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
6. Effectively working with parents and carers.
7. Supporting and training staff to develop their skills and their own 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 these issues.

Use of well-being scales

Staff complete a wellbeing and involvement assessment on all children in the autumn and summer term (see appendix 2). If a child has a score of 8-10 then a more detailed assessment is completed and repeated at the end of the spring and summer term. These children are then supported where appropriate. (see appendix 2) If a member of staff is worried about a child's well-being they can complete a well-being assessment at any time and pass onto the Inclusion Manager.

There is an Inclusion team, consisting of the Inclusion Manager, PA to Inclusion Manager, Family support workers, learning mentors, EAL support staff, behaviour support staff, speech and language support staff and SENCO that meet weekly and discuss children with low well-being levels and emotional needs. Appropriate interventions will be put into place.

We have a range of practices in school to promote positive well-being and mental health.

Mentoring, star of the week, awards, pupil voice, clubs, assemblies, praise, marking, forest school, working with local care homes (when safe to do so), links with community, class dojo, book corners, relax kids, interventions, music and movement breaks, bubble time, sports leaders, reward certificates, house points (currently paused), attendance awards, lego therapy circle time.

Parental involvement is a vital part of emotional well-being. Regular opportunities exist to promote partnership with parents.

- Parents evenings in the Autumn and Spring term
- New to nursery/reception information evenings
- Workshops
- Questionnaires
- Involvement in IEP's
- Class assemblies
- Curriculum weeks
- Christmas celebrations
- Class dojo
- Parents group
- Healthy Lunches

Teaching about mental health and well-being:

At Kingsthorpe Grove we aim to promote positive mental health and well-being in order that our children can become resilient, happy and successful.

We do this by:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities to reflect.
- Enabling access to appropriate support.
- Mental Health and PSHE for all year groups

- Developing an open culture where it's normal to talk about mental health
- Mental health awareness days across all key stages
- Feel good Friday – children, shared weekly on class dojo.
- Information sharing with parents via parentmail and class dojo
- Termly well-being newsletter.

Mental health First aiders

Stacey Bushell
 Teresa Ives
 Nicky Lovatt
 Jack Wilson
 Sharon Pancoust
 Tracey Maloret
 Liese Halford
 Lindsey Coe
 Alison Dolan
 Louise Brawn
 Lorraine Brown
 Yvonne Mooney
 Angela Woods
 Lisa Partida

th and well-being is Clive Rockell.
 I mental health first aid training are:

Mental health and well-being referrals

As of March 2021, all mental health referrals and myconcern's relating to mental health and well-being of pupils will include the well-being team to enable them to monitor incidences and make separate referrals where necessary (ie: CAMHS etc.)

APPENDIX 2

Well-being Checklist

AUTUMN/SPRING/SUMMER

Name:		Year/Class:	
Current age expected progress:	Below / On Track / Above		
Completed by:			
Date:			

Family		Yes	No
•	Bereavement		
•	Child Protection Plan		
•	CIN/TPT		
•	Young Carer		
•	Financial Issues		
•	Neglect		
•	Attendance		
•	EHA		
•	Family Support		
Physical			
•	Disability		
•	Motor Skills (gross & fine)		
Medical			
•	EHC Plan		
•	ASD		
•	Medical Care Plan		
•	Asthma		
•	Eating problems		
•	Toileting		
•	Speech & Language		

Behaviour			
•	Pastoral Support Plan		
•	Positive Handling Plan		
•	1:1 Support		
Social			
•	Chooses to be isolated		
•	Parenting boundary setting		
•	Has friends		
•	Makes friends easily		
•	Keeps friends		
•	Aware of personal boundaries		
Self esteem			
•	Has confidence		
•	Is resilient		
•	Copes with pressure		
•	Low self esteem		

Interventions

	Tick	Hours per week	With Whom	1:1 or Group of
1:1 Support				
Behaviour				
Boys Club - PASS Club				
Breakfast Club				
Circle Time				
Draw & Talk				
Dyslexia Program				
EAL Intervention				
Family Support				
Fine-gross Motor Skills				
Girls Talk - PASS Club				
LM – Reading				
LM – Wellbeing				
Mentoring				
Nurture Lunch				
Protective Behaviours				
Relax Kids				
Social Communication				
Speech & Language				

Talk Partners				
Theraplay				

THE SCALE FOR INVOLVEMENT

Level	Involvement		Tick
10	Extremely low	The child hardly shows any activity:	
		An absent, passive attitude, not taking anything in, no mental activity.	
9	Very Low	The child hardly show any activity:	
		No concentration: starring, daydreaming, no signs of exploration and interest	
8	Low	The child shows some degree of activity but which is often interrupted:	
		Limited concentration: looks away during the activity, fiddles, and actions only lead to limited results.	
7	Minor	The child shows some degree of activity but which is often interrupted:	
		Is easily distracted	
6	Moderate	The child is busy the whole time, but without real concentration:	
		Routine actions, attention is superficial, Does not use his/her full capabilities, the activity does not address the child's imagination.	
5	Medium	The child is busy the whole time, but without real concentration:	
		Is not absorbed in the activity, activities are short lived, Limited motivation, no real dedication, not challenged, the child does not gain deep-level experiences.	
4	High	There are clear signs of involvement, but these are not always resented to their full extent:	
		Most of the time there is real concentration, but during some brief moments the attention is more superficial, child feels challenged, there is a certain degree of motivation, the child's capabilities and its imagination to certain extent are addressed.	
3	Very High	There are clear signs of involvement, but these are not always resented to their full extent:	
		The child is engaged in the activity without interruption	
2	Extremely High	During the episode of observation the child is continuously engaged in the activity and completely absorbed in it:	
		Obviously enjoys being engrossed in the activity	
1	Very Involved	During the episode of observation the child is continuously engaged in the activity and completely absorbed in it:	
		Is absolutely focussed, concentrated without interruption, is highly motivated, feels strongly appealed by the activity, even strong stimuli cannot distract him/her, is alert, has attention for details, show precision, mental activity and experience are intense, the child constantly addresses all its capabilities.	

**INVOLVEMENT
SCORE**

Office Use

THE SCALE FOR WELL-BEING

Name:		Year/Class	
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Level	Involvement		Tick
10	Extremely low	The child clearly shows signals of discomfort:	
		• Whines, sobs, cries, screams	
		• Looks dejected, sad or frightened, is in a panic	
		• Wiggles, throws objects, hurts others	
		• Doesn't respond to the environment, avoids contact, withdraws	
		• Hurst him/herself, bangs its head, throws him/herself on the floor.	
9	Very Low	The child clearly shows signals of discomfort:	
		• Is angry or furious	
		• Sucks its thumb, rubs its eyes	
8	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 9 & 10 or the senses of discomfort is not expressed the whole time.	
7	Minor		
6	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signals indicating sadness or pleasure, comfort or discomfort.	
5	Medium		
4	High	The child shows obvious signs of satisfaction (as listed under level 2 & 1). However, these signals are not constantly present with the same intensity.	
3	Very High		
2	Extremely High	During the observation episode, the child enjoys, in fact it feels great:	
		• It looks happy and cheerful, smiles, beams, cries out of fun	
		• Is open and accessible to the environment	
1	Excellent Well-being	During the observation episode, the child enjoys, in fact it feels great:	
		• Talks to itself, plays with sounds, hums sings.	
		• Is relaxed, does not show any signs of stress or tension.	
		• Is lively, full of energy, radiates	
		• Expresses self-confidence and self-assurance	
		• Is alert, has attention for details, show precision	
		• Its mental activity and experience are intense	
• The child constantly addresses all its capabilities: imagination and mental capacity are in top gear			

WELLBEING SCORE

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Strengths and Difficulties Questionnaire

For each item, please make the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the items seems daft! Please give your answers on the basis of the child's behaviour over the last six months or this school year.

Child's Name

Male/Female

Date of Birth

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	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments or concerns?

Please turn over - there are a few more questions on the other side

SDQ SCORE
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Overall, do you think that this child has difficulties in one or more of the following areas:
Emotions, concentration, behaviour or being able to get on with other people?

No	Yes - minor difficulties	Yes- definite difficulties	Yes - Severe difficulties
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered “Yes”, please answer the following questions about these difficulties:

- How long have these difficulties been present?

Less than a month	1-5 month	6-12 Months	Over a year
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do the difficulties upset or distress the child?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do the difficulties interfere with the child’s everyday life in the following areas?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do the difficulties put a burden on you or the class as a whole?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature

Date

Class Teacher/Form Tutor/Head of Year/Other (please specify):
Thank you very much