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**Agreed by Directors and Available to Staff– January 2021**

**To be Reviewed – Bi-annually**

## **Mental Health and Wellbeing Policy**

### **Purpose**

At St. George's Preparatory School, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

### **At our school we:**

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships.
- promote self esteem and ensure children know that they count.
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks.

### **We promote a mentally healthy environment through:**

- 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.
- Access to appropriate support that meets their needs

### **We pursue our aims through:**

- Universal, whole school approaches
- Support for pupils going through recent difficulties
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties

### **Policy Scope**

This policy should be read in conjunction with our END policy. This policy should also be read in conjunction with our Behaviour, Anti-bullying, and PSHEE policies. It should also sit alongside our Safeguarding and Child Protection policies.

### **Lead Members of Staff**

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

Lindsey Fidrmuc -Deputy Head (Pastoral), Wellbeing and Mental Health Coordinator, Deputy Designated Safeguarding Lead, Jigsaw and Girls on Board Champion

Andrew Moon - Designated Safeguarding Lead

Cormac Timothy - Headmaster, Deputy Designated Safeguarding Lead

Nicola Sinclair and Audrey Watkins- Emotional Literacy Support assistants -ELSAs

Ruth McKimmon - Completed Introduction to Counselling Level 2

Jenny Tieppo, Lana Hamilton, Rachel Stirrup - Mental Health First Aiders

Pat O'Neill - Drawing and Talking

Andrea Lathwell - Supporting Anxious Pupils

### **Teaching about Mental Health**

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our Jigsaw PSHEE curriculum.

The specific content of lessons ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner. Children are also taught mindfulness skills which aid self regulation.

### **Whole School Support**

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- o Circle time activities.
- o Targeted use of Jigsaw resources.
- o Jigsaw REST (Resilience and Engagement Scale and Toolkit)
- o Girls on Board sessions
- o ELSA support groups.
- o Therapeutic activities including art, lego and relaxation and mindfulness techniques.

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

- o Strengths and Difficulties questionnaire
- o The Boxall Profile
- o Emotional literacy scales

### **Individual Support**

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support. When a need for support is identified a meeting should take place between the form tutor and the child's parents to discuss any concerns. The form tutor should then complete a wellbeing referral form and forward to the Mental Health and Wellbeing Coordinator who will review and allocate support as appropriate.

### **Support Services Available:**

ELSA

An allocated member of staff as a 'go to' person

Support from a member of the school's wellbeing team

Children and Families Hub - Family Support Workers

Primary Mental Health Worker

School Nursing Team

MIND Jersey

CAMHS

Behaviour specialists

Educational Psychologist

## Identifying needs and Warning Signs

All staff will should remain aware of the mental health and emotional needs of their pupils.

School staff may also become aware of warning signs which indicate a student 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 with the Designated Safeguarding Lead or Mental Health and Wellbeing Coordinator as appropriate.

### **Possible warning signs include:**

- Relationship difficulties
- A change in the pupil's approach to learning
- Physical indicators
- Negative behaviour patterns
- A change in family circumstances
- Recent bereavement
- Health indicators
- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

## **Working with Parents**

### **In order to support parents we will:**

- Highlight sources of information and support about mental health and emotional wellbeing in the weekly Bulletin and on our school website
- Share and allow parents to access sources of further support
- Ensure that all parents are aware of who to talk to if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PSHEE and share ideas for extending and exploring this learning at home
- Work with other agencies and partners

## **Training**

As a minimum, 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 students safe.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our appraisal process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.