Seven Sisters Primary School, Nursery & Nurture Centre

Wellbeing Policy

Last Reviewed	2nd May 2024
Ratified on	22nd May 2024
Review	May 2025
Signed by Chair of Governors	

Aims

At Seven Sisters Primary School Nursery and Nurture Centre, we aim to promote positive mental health and wellbeing for our school community (children, staff, parents and carers). We recognise how important good mental health and emotional wellbeing is to our lives in just the same way as physical health.

We believe our school is 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 whilst building resilience. For some children, school will be a place of respite from difficult home lives. We will offer positive role models and relationships, which are critical in promoting children's wellbeing and can help promote a sense of belonging and community.

Our role in school is to ensure that children are able to manage at times of change and stress, and that they are supported to reach their potential or access help when they need it. 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?
- Where they can go if they need help and support?

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

- all children 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
- bullying is not tolerated

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

This policy sets out:

- how we promote positive mental health
- how we prevent mental health problems
- how we identify and support children with mental health needs

We believe that all staff have a responsibility to promote positive mental health, and to understand about 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 difficulties and ensure that children with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems, such as:

- physical long-term illness,
- having a parent who has a mental health difficulty,
- death and loss, including loss of friendships, family breakdown
- and bullying.

They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

Our Inclusion Manager:

- leads and works with other staff to co-ordinate whole school activities to promote positive mental health and wellbeing
- oversees PSHE teaching about mental health
- provides advice and support to staff and organises training and updates
- is the first point of contact with mental health services and makes individual referrals to them.

We recognise that many behaviours and emotional problems can be supported within the school environment or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.
Sources of relevant support in school include the:

- Senior Leadership Team
- Designated Safeguarding Lead

Staffing
School staff are employed to manage mental health needs of particular children

- Our SENDCo helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health difficulties may mean they need special educational provision.
- Our School Nurse
- School counsellor

Hope in Haringey Counselling Service
During their work at Seven Sisters Primary School, they utilise a range of therapeutic disciplines when working with children in order to meet the emotional/psychological needs of the children within the context of their personal qualities, interests and individual circumstances. Their approach is empathic, attuned, playful and sensitive and is informed by neuroscientific research, psychoanalysis, attachment, Jungian archetypal work, humanistic and systemic psychotherapeutic theories. They are passionate about creativity and the arts and recognise the value in utilising media such as sand, art, figurines, music, puppetry and role play to enable children to express their feelings and address emotional difficulties that are having an impact on their ability to thrive emotionally, socially or academically.

Designated Safeguarding Lead
The Designated Safeguarding Lead for Seven Sisters Primary School is the first point of contact for Family Support Workers and the Haringey Social Care team. They will attend Team Around the Family meetings, Core Group Meetings and Child Protection conferences providing a range of professionals with the pertinent information needed to support a family appropriately. Also, they will support with accessing grants for furniture, admissions of new children and monitoring the wellbeing of the children.

Emotional Literacy Support Assistants

ELSAs are emotional literacy support assistants. They are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school. ELSAs have regular professional supervision from educational psychologists to help them in their work. At Seven Sisters we have four members of staff who are trained ELSA's.

In addition, we also offer the following support:
Pupil led activities

- Peer mediation and peer mentoring

Transition programmes

- Transition programme to support children leaving in Year 6 to attend Secondary School.

Class activities

- Regular and meaningful PSHE lessons that deal with positive mental health and building resilience so that children are in a place to learn.

Whole school

- Displays around school that promote positive mental health and where to go for help and support
- Staff mental health leaflets and self-help strategies.

Small group activities

- Resilience training
- Mindfulness
- Talk about programme
- Bespoke groups that work on the needs of the children at the time of delivery

Teaching about mental health and emotional wellbeing
We have developed a bespoke curriculum that's focuses on the needs of our community. Please see Appendix 4 for overview of taught subject areas for PSHE. Please see our PSHE Policy.

Identifying, referring and supporting children with mental health needs
Our approach:

- Provide a safe environment to enable children to express themselves and be listened to
- Ensure the welfare and safety of children are paramount
- Identify appropriate support for children based on their needs
- Involve parents and carers when their child needs support – See Appendix 5
- Involve children in the care and support they have
- Monitor, review and evaluate the support with children and keep parents and carers updated

Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent crisis escalation. We do this in different ways including:

- analysing behaviour, exclusions, visits to the medical room, attendance and consequences given
- staff reporting concerns on My Concern
- half-termly Vulnerable Children's meetings
- termly Pupil Progress meetings

Staff have had extensive training around Emotional Literacy and identifying the protective and risk factors that surround Mental Health Needs. Any member of staff who is concerned about a pupil will seek out the relevant team member and pass on those concerns.

Signs might include:

- isolation from friends and family and becoming socially withdrawn
- changes in activity or mood or eating/sleeping habits
- failing academic achievement
- talking or joking about self-harm or suicide.
- expressing feelings of failure, uselessness or loss of hope
- secretive behaviour
- an increase in lateness or absenteeism
- not wanting to do PE or get changed for PE
- wearing long sleeves in hot weather
- drug or alcohol misuse
- physical signs of harm that are repeated or appear non accidental
- repeated physical pain or nausea with no evident cause.

Staff are aware that Mental Health needs such as anxiety, might appear as non-compliance, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning or development. Our Behaviour and Positive Relationship Policy takes this into account.

If there is a major concern that a child is in danger of immediate harm, then the school's safeguarding procedures are followed.

We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the individual care plan.

School referrals will be made by the SENDCo, only going ahead with consent of the child and the parent.

Main specialist service	Referral process
CAMHS	Accessed through school SENDCo, GP or self-referral
Educational Psychologist	Accessed through SENDCo
School Based counsellors	Accessed through SENDCo

SEND and mental health

Persistent mental health problems may lead to children having significantly greater difficulty in learning that the majority of those of the same age. In some cases, the child may benefit from being identified as having a special educational need and/or disability (SEND).

Training
Our Continuous Professional Development (CPD) Programme includes a range of supportive and training based opportunities so that staff feel confident in their own knowledge of mental health and wellbeing. In turn, this will allow them to promote positive mental health and wellbeing and to know how to get help and support when needed.

All support staff have undertaken basic Mental Health First Aid and are able to support one another.

Monitoring and Evaluation
This policy is on the school website and hard copies are available to parents and carers from the school office. All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our mental health work.

The policy is monitored at an annual review meeting led by the Inclusion Manager and involves staff with a responsibility for mental health, including specialist services supporting the school and governors.

Appendix 1 - Protective and Risk factors (adapted from Mental Health and Behaviour DfE March 2016)

	Risk Factors	Protective Factors
In the Child	Genetic influences Specific development delay Communication difficulties Physical illness Academic failure Low self-esteem SEND	Being female (in younger children) Secure attachment experience Outgoing temperament as an infant Good communication skills, sociability Being a planner and having belief in control Humour Problem solving skills and a positive attitude Experiences of success and achievement Faith or spirituality Capacity to reflect
In the Family	Overt parental conflict including domestic violence Family breakdown including children in care or adopted) Inconsistent or unclear discipline Hostile and rejecting relationships Failure to adapt to child's changing needs Physical, Sexual, emotional abuse or neglect Death and loss – including loss of friendship	At least one good parent-child relationship (or one supportive adult) Affection Clear, consistent discipline Support for education Supportive long term relationship or the absence of severe discord
In the school	Bullying Discrimination Breakdown in or lack of positive friendships Negative peer influences Peer pressure Poor pupil to teacher relationships	Clear policies on behaviour and bullying Open door policy for children to raise problems A whole school approach to promoting good mental health Positive classroom management A sense of belonging Positive peer influences
In the community	Socio-economic disadvantage Homelessness Disaster, accidents, war or other overwhelming events Discrimination Other significant life events	Wider supportive network Good housing High standard of living High morale school with positive policies for behaviour, relationships, attitudes and anti-bullying Opportunities for valued social roles Range of sport/leisure activities

Appendix 2 - Specific mental health needs most commonly seen in school-aged children For information see Annex C Main Types of Mental Health Needs Mental Health and Behaviour in School DfE March 2016 https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Annex C includes definitions, signs and symptoms and suggested interventions for

- Anxiety (including panic attacks, phobias and Obsessive Compulsive Disorder OCD)
- Depression
- Eating Disorders
- Substance Misuse
- Self-Harm

Appendix 3 - Where to get information and support
For support on specific mental health needs

Anxiety UK www.anxietyuk.org.uk OCD UK www.ocduk.org

Depression Alliance www.depressoinalliance.org

OCD UK https://www.ocduk.org/

Eating Disorders www.b-eat.co.uk and www.inourhands.com

National Self-Harm Network www.nshn.co.uk

www.selfharm.co.uk

Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

For general information and support

www.youngminds.org.uk champions young people's mental health and wellbeing

www.mind.org.uk advice and support on mental health problems

www.minded.org.uk (e-learning)

www.time-to-change.org.uk tackles the stigma of mental health

www.rethink.org challenges attitudes towards mental health

Appendix 4 – Supporting & involving parents and carers

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children who do have mental health needs.

On first entry to the School, our parent's meeting includes a discussion on the importance of positive mental health for learning. We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing, based on a list of risk factors pertaining to the child or family. It is very helpful if parents and carers can share information with staff so that we can better support their child from the outset. All information will be treated in confidence.

To support parents and carers, we provide information and websites on mental health issues and local wellbeing and parenting programmes and have produced leaflets for parents on mental health and resilience, which can be accessed on the School website. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves.

Supporting parents and carers with children with mental health needs

We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common, that the school has experience of working with similar issues and that help and advice are available.

When a concern has been raised, we will:

- contact parents and carers and meet with them (*In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.)*
- offer information to take away and places to seek further information
- be available for follow up calls
- make a record of the meeting
- agree on appropriate next steps to support the child and family
- discuss how the parents and carers can support their child
- keep parents and carers up to date and fully informed of decisions about the support and interventions provided

Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves. We give children the option of informing their parents and carers about their mental health needs for themselves or of accompanying and supporting them to do so.

We make every effort to support parents and carers to access services where appropriate. Our primary concern is the children, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.