



OFFORD
PRIMARY
SCHOOL

MENTAL HEALTH AND WELL-BEING POLICY

Written by:	Senior Leadership Team
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Vision and Values

At Offord Primary School we take the mental health and well-being of members of our school community of vital importance and are committed to taking steps to promote this wherever possible. This policy has been created in accordance with The Cam Academy Trust Mental Health and Well-being Framework 2021 and seeks to outline how we at Offord promote positive mental health and well-being (herein abbreviated to MHWB) for all.

- At Offord Primary School we are a cohesive, nurturing and forward-thinking community.
- We nurture the well-being and positive mental health of both our staff and pupils
- We strive to be forward thinking by being at the forefront of the government's recommendations for mental health provision in schools as we believe this will not only create a stronger, healthier community but also enable our children to develop our core school values of compassion, resilience, care (including self-care) and be equipped for life beyond school.

Further details of how our MHWB policy sits within the Trust wide values can be found on the MHWB framework document.

Defining mental health and well-being

In order to understand and best meet the needs prevented by poor mental health it is important to have a shared understanding of what we mean by mental health both within our school and Trust.

We use the WHO definition of mental health:

***"Mental health is defined as a state of well-being in which every individual realizes 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."** WHO 2013.*

We understand MHWB as a spectrum rather than a fixed state of being. We all experience positive and negative mental health and move within this spectrum when faced with challenges, change, poor health etc.

Approach to promoting positive mental health and well-being

At Offord Primary School we understand the importance of knowing our children and families really well and working collaboratively as a team. As such we recognise we are in a good position to identify changes in pupil and staff mental health through the everyday relationships we have in our school community.

At Offord Primary School we work to a graduated model of support and responsibility when it comes to pupil and staff MHWB. This aligns with our statutory responsibilities outlined in the SEND code of Practise and also research by the DfE 2018 and NCB (2016).

We believe that equipping all children and young people with skills and knowledge regarding mental health and signposting them to sources of support before they are needed is good practise and empowers the children in our care to take ownership promoting their mental health in the context of supportive relationships.

Our graduated response is detailed in Appendix 1

Roles and Responsibilities

At Offord Primary School we believe that 'Mental Health is everyone's business' (Place2be:2021). We believe all staff, whether admin, site support or those with daily contact with pupils, have a role in supporting pupil and colleague well-being. In order to ensure this is effective, clearly defined roles and appropriate training needs to be delivered to staff in a further graduated model (see Appendix 2)

Universal responsibilities

At Offord Primary School all staff who are part of the community will;

- Have a basic awareness of how to promote pupil MHWB and their own MHWB
- Feel confident spotting the signs of poor mental health in pupils and other staff
- Identify risk factors and protective factors that impact mental health and barriers for certain vulnerable groups when it comes to accessing MH support



- Understand their own role and responsibilities, and those of others (who to refer to) when concerns arise over a pupil's mental health
- Understand the crossover between MHWB needs and safeguarding and pass on concerns to the DSL in line with our safeguarding policy.
- Reflect on how their own beliefs, attitudes and experiences influence their approach to mental health
- Be proactive in implementing recommendations from MH lead and taking opportunities for CPD in the area of MHWB

Supporting staff with these responsibilities

In order for staff to fulfil their responsibilities at this universal tier the following support and training will be provided:

- Have access to an up to date copy of this MHWB policy and the supporting Cam Academy Trust framework
- Receive regular training on areas of MHWB and good practises that promote it from external, quality assure training providers.
- Have regular opportunities to discuss pupil mental health in team meetings, pupil progress meetings and be confident of pathways for seeking support (see Appendices)
- Receive informal supervision as needed from Offord Primary School's mental health lead Sharon Taylor
- Training in the use of well-being measures for pupils
- Staff's MHWB will be supported through line manager meetings, performance management reviews and at least annual well-being measures (WHEMS scale).

Class teacher responsibilities

At Offord Primary School we are a nurturing and caring community and class teachers hold responsibility for creating a safe, positive learning environment for each child. Class teachers are those who consistently spend most time with the children in their care and as referred to in section 1.2. are well placed to identify MHWB needs.

Class teachers should therefore:

- Be able to identify some common MHWB needs such as anxiety, depression, self-harm, suicidal thoughts and that these presenting needs will need provision being put in place.
- Follow the pathway at Offord Primary School for first identifying and raising concerns about a child's MHWB, what actions to take themselves and when referrals to the SEND team or Sharon Taylor (DMHL) are needed.
- Have knowledge of some common external charities or services that they can signpost to parents and pupils if a child is showing poor MHWB.
- Use every-day practises that develop the emotional literacy and resilience of the children in their class in addition to what is taught in the PSHE/ pastoral curriculum.
- Understand the impact of attachment, adverse childhood experiences, trauma and loss and use a TIA to behaviour management.
- Prioritise restorative behaviour management approaches in line with Offord Primary School's Behaviour Management Policy.
- Model active listening and good communication skills with pupils and other staff.
- Regularly reflect on their competency for dealing with MHWB matters, pursue appropriate CPD opportunities and reflect on their own MHWB through informal supervision/ coaching.

The DMHL will support class teachers in upholding these responsibilities.

Children with additional needs

We understand that there is evidenced overlap between those pupils with SEND and mental health. The mental health lead will work closely with the SEND team to ensure that adequate provision is in place that supports both academic progress and positive mental health.



Designated Mental Health Lead responsibilities

Following the recommendation of the DfE in their 2017 Green Paper 'Transforming Children and Young People's mental health' the Designated Mental Health Lead (DMHL) at Offord Primary School is **Sharon Taylor**. The DMHL works closely alongside our SENDCO to ensure that mental health provision appropriately meets the needs of pupils at Offord Primary School.

Specifically, the DMHL is responsible for:

- Championing a culture which promotes positive MHWB for staff and pupils
- Using age appropriate, evidence-based well-being measures at least annually to identify pupil and staff well-being needs and feed data from this into provision and policy in a strategic way.
- Co-ordinating and overseeing staff CPD when it comes to MHWB to equip staff to fulfil their responsibilities well.
- Attending Trust wide and local mental health forums and cascading this knowledge to other members of staff
- Regularly completing the training needs analysis to identify own gaps in knowledge and support other staff doing the same.
- Planning and helping the implementation of non-clinical, evidence based, MHWB interventions at a universal and enhanced level, based on school data.
- Offering informal supervision to staff in school and regularly engage with external supervision through YMCA Trinity Group or equivalent.
- Cascading knowledge of basic MHWB awareness and signposting support to parents and carers
- Working alongside specialised external providers where targeted mental health support is required and monitor the effectiveness of this additional provision

Senior Leadership responsibilities

At Offord Primary School the senior leadership team, primarily the Executive Headteacher Shelley Desborough and Headteacher Kate Ruddock take on the following responsibilities when it comes to MHWB:

- Promoting a whole school ethos that champions MHWB
- Supporting the DMHL in implementing school action plans and strategies when it comes to MHWB
- Ensuring cohesion between this policy and other policies e.g. safeguarding, behaviour, health and safety etc. and that these policies reference and promote positive mental health practises.
- Evaluating the efficacy of pastoral, PSHE curricula and universal tier MHWB provision
- Facilitating supervision or other relevant pastoral support for members of staff who are closely supporting pupils with high MHWB needs.

Governor responsibilities

At Offord Primary School the named governor for MHWB is Rita Rose. The governor alongside the senior leadership team and DMHL will:

- Suitably evaluate MHWB provision across the school and ensure it remains a priority.
- Ensure that MHWB trends, needs and data are on the Full Governing Body agenda at least annually
- Attend any relevant MHWB training as pertains to their role and work collaboratively with other MHWB named governors across the trust.

Working with parents and carers

At Offord Primary School we pride ourselves on our parent partnership and understand the importance of a consistent approach to promoting MHWB at home and at school. We will work with parents and endeavour to;

- Make all parents aware of the pathways available for further support in school, ensuring they know which named adult to approach if they have concern for their child's MHWB.



- Signpost some external sources of support for MHWB on our website e.g. helplines, forums and further reading materials.
- Publish this policy on the website for all parents to access and work in a consultation process when this policy is reviewed
- Inform parents of mental health knowledge being taught in PSHE and pastoral curricula by means of newsletters, knowledge organisers, ParentHub communications and curriculum overviews and share strategies that can be followed at home as they are in school.
- Signpost parents to further sources of support for the MHWB needs of their child and their parenting skills when it comes to MHWB. This may be through materials on the school website, parenting courses, sharing of nurture group targets, information at parents evenings or New Starter induction events, etc.
- Communicate clearly with parents and arrange meetings between parents and class teachers as concerns about a pupil's MHWB needs arise (see Appendix 2).
- Carefully consider the context and timing of meetings held to discuss a pupils MHWB needs taking the needs of the family as a whole and the parents into account.

Parental concerns about a child's mental health

General information that can help parents/ carers promote their child's mental health can be found on the school website. If a parent has concerns about their child's mental health, in a non-critical context they should, in the first instance, make an appointment to talk to their child's class teacher. The class teacher will then refer the child to the SEND team or DMHL for further support as outlined in Appendix 1.

If a parent has immediate concerns about their child's mental health, and is concerned they are at risk or in Mental health crisis, they should call their local NHS Urgent mental health helpline <https://www.nhs.uk/service-search/mental-health/find-an-urgent-mental-health-helpline-or-call-111>

If concerns are significant, but the child is not at risk of immediate harm parents should contact their GP to make an appointment for their child. If parents do seek mental health support through these routes, then they should make contact with the DMHL at Offord Primary School to flag that support at school is likely to be needed. Safeguarding procedures will be followed in these instances as with other risks to a pupil's safety.

Pupil voice

At Offord Primary School one of our values is care (including self-care), we believe that by involving a child in the support they receive for their MHWB it encourages self-reflection and helps them to understand their needs and take steps to meet them.

At Offord Primary School if teacher has concerns about a child's MHWB one of their first actions is to discuss with the child what support they feel they would like (offering from a range of age-appropriate options). Pupil perspective on their own MHWB will be part of the annual well-being measure and school council will have MHWB matters on the agenda at least once a term to feed into whole school MHWB provision.

Staff Well-being

As Dr Lori Desautels states "A dysregulated adult cannot regulate a dysregulated child".

For staff at Offord Primary School to be most effective at promoting the MHWB and academic progress of pupils their own MHWB needs are highly significant. In order to promote staff well-being at Offord Primary School we:

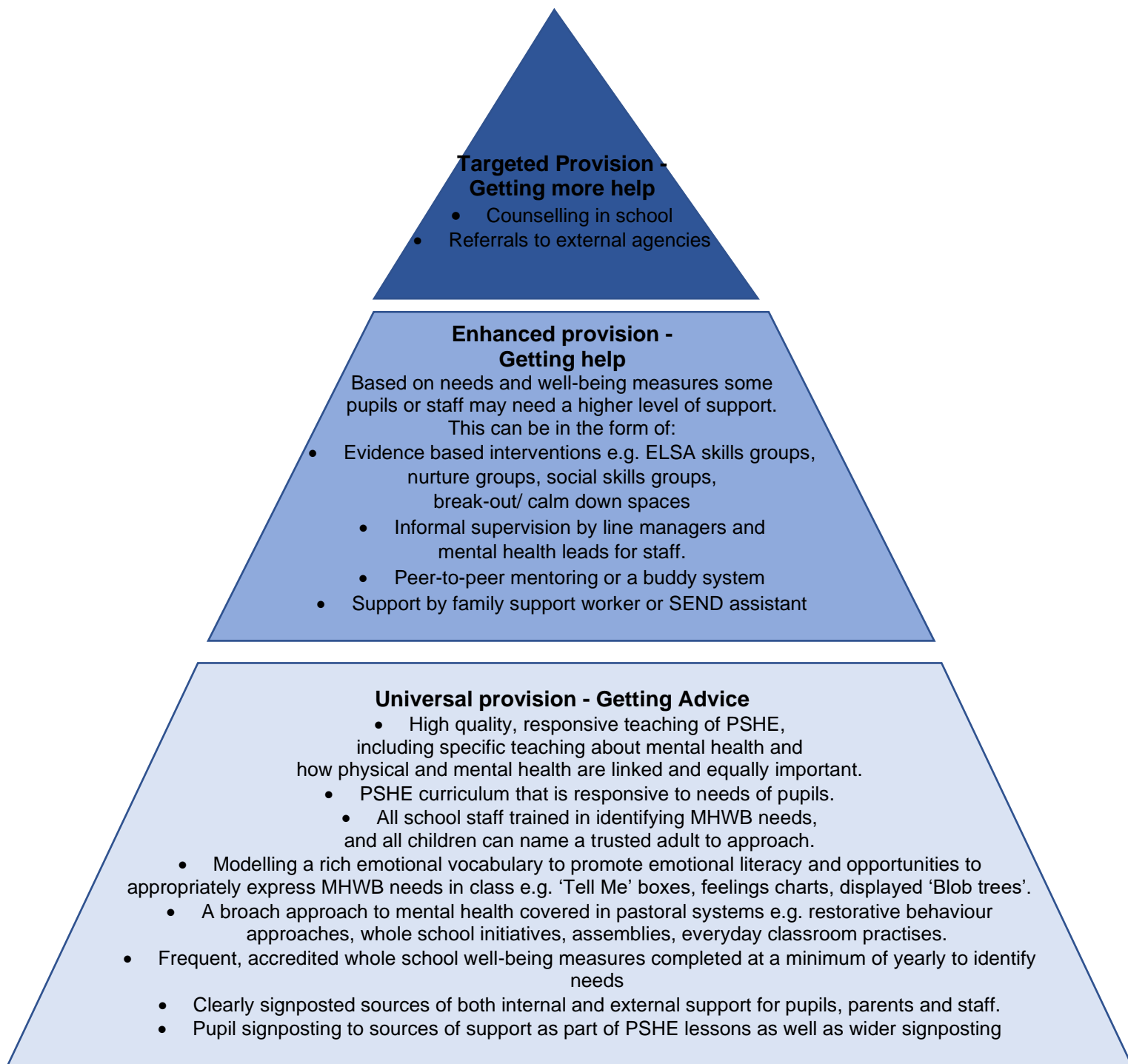
- Prioritise connection and belonging (within the staff team) and CPD as protective factors for staff MHWB.
- Signpost sources of support to staff generally e.g. info in staffroom or specifically through conversations with DMHL or team leaders.
- Arrange supervision or support staff in arranging counselling as needs arise.



- Create opportunities for staff to voice their MHWB needs through team meetings, performance management reviews, annual well-being measures.
- Have an open-door policy with the SLT to create a culture of accessibility and community.
- Provide a well-being room for staff to use as a breakout space when needed.
- Ensure channels of communication and staff expectations are clear to reduce stress arising from uncertainty or ambiguity.
- Encourage staff to take ownership of their workload by responding to work emails at reasonable times (e.g. putting out of office on), flexible working arrangements, e.g. taking PPA at home etc.
- Regularly review school policies e.g. marking and feedback policy, teaching and learning policy to see how workload can be appropriately managed.
- Have regular social activities as teams and whole staff to promote well-being.
- Celebrate staff achievements and encourage staff to pursue CPD in their areas of interest or skill.
- Work with colleagues across the trust to develop curriculum and pedagogies that reflect good practise and share resources thus reducing workload.
- Put in place suitable risk assessments to protect the physical and mental health of staff.



Appendix 1 - Graduated response to MHWB





Appendix 2 – Graduated model of MHWB training

