

MEDWAY COMMUNITY PRIMARY SCHOOL



Mental Health and Wellbeing Policy

September 2024 - 2025

At Medway Primary School, we are committed to supporting the mental 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 appropriate support that meets needs

We pursue our aims through:

- Universal, whole school approaches
- Targeted support for pupils going through recent difficulties.
- Specialised support aimed at pupils with more complex or long term difficulties including attachment disorder.

Scope

This policy sits alongside our Special Educational Needs and Disability policy and Information Report, in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and our Safeguarding policy.

Lead Members of Staff

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

Supporting Mental Health and Wellbeing



Mr Steve Williams – Headteacher and Designated Safeguarding Lead



Mrs Sarah Niner – Deputy Head, Deputy Designated Safeguarding Lead, SENDCo and Senior Mental Health Lead



Mrs Rehana Miah – Deputy Head Deputy Designated Safeguarding Lead and Wellbeing Champion



Mrs Sian Elton – Assistant Head Deputy Designated Safeguarding Lead and Wellbeing Champion



Mrs Paulette Pemberton – Mentor Deputy Designated Safeguarding Lead, Antbullying Lead



Mr Martyn Atkinson – Attendance Officer Deputy Designated Safeguarding Lead

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 developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort.

Careful attention is given to Personal, Social and Health Education. Aspects of children's safety, health and personal development are studied and involve liaison with outside bodies such as the Police, Health Authority and various Charities. Children are taught about aspects of personal care and to have an awareness of the dangers of today's society.

Citizenship and having respect for one another, different cultures and diversity, is an important part of this education and is explored through a variety of activities including the School Council.

The School Council is made up of representative children from Year 1 to Year 6 who meet regularly with members of staff to discuss school issues.

At Medway Primary, we promote our pupils being fit and healthy as they can. If you need any support or advice in regards to your child's health please contact our Public Health Nurse in School Nursing on 0116 215 3230.

Support

We offer different levels of support:

Universal Support- To meet the needs of all our pupils through our overall ethos and our wider curriculum. For instance developing resilience for all.

Additional support- For those who may have short term needs and those who may have been made vulnerable by life experiences such as bereavement.

Targeted support- For pupils who need more differentiated support and resources or specific targeted interventions such as wellbeing groups or personal mentors.

This may include:

- Circle time approaches or 'circle of friends' activities.
- Targeted use of SEAL resources.
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Managing emotions resources such as 'the incredible 5 point scale'
- Primary Group Work/Mental health and wellbeing groups
- ELSA support groups.
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.
- Art Therapy club (lunchtime daily)
- Daily meet and greets

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

- o Strengths and Difficulties questionnaire
- o The Boxall Profile

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

Identifying needs and Warning Signs

The school uses a monitoring system to highlight a range of possible difficulties which may lead to intervention including:

- Attendance
- Bullying
- Additional Need
- Complicated lives
- Child Protection or Child in Need plan
- Disabled

- Under Early Help
- Financial Hardship
- Involved in crime
- Looked after Child
- Medical Needs
- No English
- Trauma or Bereavement

These are highlighted on a LIVE Vulnerable Children list that is produced weekly and is a point for discussion with our Community, Family and Welfare Team at weekly meetings with the Leadership Team.

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 via the schools system (CPOMs) as appropriate.

Possible warning signs include:

- 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 on our school website
- Share and allow parents to access sources of further support e.g. through parent forums.
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our Mental Health and Wellbeing 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 PSHE and share ideas for extending and exploring this learning at home.
- Provide more intensive support to families if required and appropriate.

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- SEMH
- Paediatricians
- CAMHS (child and adolescent mental health service)

- Counselling services
- Family support workers

Training

All staff will receive regular training about recognising and responding to mental health issues as part of their regular Safeguarding training in order to enable them to keep students safe.

Targeted CPD will be directed at key staff depending on the schools current needs.