

John Bunyan Primary and Nursery School



Mental Health and Wellbeing Policy

Reviewed by: SLT

Agreed by Governors: Spring 2024

Review: Spring 2025

Mental Health and Wellbeing

Background Information:

Mental Health

Mental health is a state of wellbeing in which a person can realise their potential, cope with the normal stresses of life, work productively, and is able to contribute to their community. (World Health Organisation, 2018)

Across the UK, education departments have introduced requirements that children learn about their mental health and wellbeing. Education inspectorates are paying closer attention to outcomes beyond the academic and traditional educational outcomes. (Abdinasir, 2019)

At John Bunyan Primary School and Nursery, we understand that we have a central role to play when it comes to supporting our pupils, staff, and wider school community to be mentally healthy. We can promote positive mental health and enable wellbeing by protecting our physical health, protecting our mental health, nurturing emotional intelligence, and building resilience. A whole school approach to mental health and wellbeing is essential if we are to do this effectively recognising that staff in school cannot act as mental health experts and should not make diagnoses. However, we are committed to ensuring that a clear strategy is in place to assist the identification of mental health problems and support any pupils or staff members experiencing difficulties to access appropriate support.

A Whole School Approach:

For John Bunyan, a whole school approach means prioritising mental health and wellbeing and delivering a systematic approach to support this. We believe that being proactive to drive positive mental health outcomes is just as important as being reactive when problems arise. We are an open and transparent school that recognises the importance of organisational confidence and capability. We aim to provide a safe, affirming, positive environment where an open culture around mental health is promoted. As a school we consider ourselves to be in a partnership with families and our local community. This helps us communicate our commitment to the vision and ethos of the school, and increases our ability to provide safe, affirming, and positive environments for our pupils and staff to thrive in. As a school, we have chosen to base our mental health and wellbeing policy around a strategic model developed by Team Mental Health®; an organisation led by medical doctors who specialised to become consultant psychiatrists. Their model focuses on five key elements that we believe fit with our whole school approach to mental health and wellbeing for pupils, staff, and our wider school community.

Promoting Positive Mental Health & Wellbeing:

At John Bunyan, we recognise that we are in a unique position to promote positive mental health. Our culture and environment focus on safety, consistency, providing a sense of belonging, and experiencing achievement and success. We are a school that recognises and values the importance of aligning mental health with physical health and, through the

curriculum and wider work, we help pupils and staff know how to be physically and mentally healthy.

Detecting Mental Health Problems:

It is the aim of John Bunyan Primary School is to support the mental health and wellbeing of pupils and staff and increase the skills and confidence of all staff members to:

- Observe day to day behaviours, or changes in behaviour. We do this through a variety of methods such as monitoring attendance.
- Listen to the views or concerns of children, young people, parents, carers, and colleagues
- Be aware of those who may be at increased risk of developing problems and take steps to assist in preventing mental ill health
- Recognise early warning signs and take steps to ensure appropriate interventions are put in place
- Support recovery should a pupil or staff member experience a mental health problem.

We know that as part of normal growth and development, children and young people feel, think & behave differently at different stages. However, when they present differently than would be expected for their stage of development, this could be an early warning sign that something is wrong.

Warning signs may include: (*** please note this list is not exhaustive**)

- Changes in activity or mood
- Tearfulness
- Feeling regularly anxious
- Irritability / Anger
- Tiredness / sleep problems
- Loss of confidence
- Physical signs of harm or injury that are repeated or appear non-accidental
- Lowering of school performance
- Poor attendance
- Poor social skills
- Poor self-care
- Unusual behaviour / changes in behaviour
- Social isolation
- Difficulty concentrating

- Being unusually distracted
- Restlessness / hyperactivity

As a school we want to maximise our position to identify problems as early as possible and respond appropriately. We may use tools recommended by the Department for Education, such as the Strengths and Difficulties Questionnaire (SDQ).

Early Intervention:

Should there be a concern that a pupil or staff member is experiencing mental health difficulties, we understand that we should not delay putting support in place.

- 'An assessment to establish a clear analysis of the needs
- A plan to set out how the person will be supported
- Action to provide that support

Supporting Recovery:

Ensuring a safe, calm, and consistent environment where protective factors are plentiful and health and wellbeing are prioritised, will assist our school to support the recovery of any pupil or staff member experiencing mental health problems. Should a treatment plan require specific school-based intervention, we are committed to working effectively with external agencies and qualified professionals to provide this to the best of our ability and where budgets allow. If a child had required a period of inpatient treatment, we would work collaboratively with the appropriate professionals to support a smooth and positive transition back into school.

Staff Roles and Responsibilities:

At John Bunyan, our position is that we all have a role to play in supporting the mental health and wellbeing of pupils and staff. However, as with all other priority areas for the school, we have in place a designated Mental Health and Wellbeing Lead. This lead works closely with our Deputy Head teachers who coordinate referrals to our EMHWS based in school and our Student & Family Support Team (SENCo, Designated Safeguarding Lead, Student & Family Support Worker).

Their role is to:

- Coordinate a whole school approach to mental health and wellbeing;
- Lead on teaching children how to be physically and mentally healthy;
- Listen to the voice of the children and young people in our school;
- Organise appropriate training for staff;
- Provide updates to staff;
- Provide support for and communicate with parents, including raising mental health awareness;

- Act as the first point of contact with external agencies

Mental Health and Wellbeing Lead(s):

Amy Turner; Trained Mental Health Lead

Deputy Heads: Sandra Ledwith, Claire Nicholls – link with North East London NHS Trust Senior clinician + coordinator for Mental Health.

Designated Safeguarding Lead: Lisa Waters, Head teacher

Inclusion Lead: Michelle Thatcher, Assistant Head teacher

Marion Powell: Student & Family Support worker

Appendix 1 - Risk Factors and Protective Factors that are believed to be associated with mental health outcomes

	Risk Factors	Protective Factors
In the child	<ul style="list-style-type: none"> - Genetic influences - Low IQ and learning disabilities - Specific development delay or neuro-diversity - Communication difficulties - Difficult temperament - Physical illness - Academic failure - Low self-esteem 	<ul style="list-style-type: none"> - Secure attachment experience - Outgoing temperament as an infant - Good communication skills, sociability - Being a planner and having a belief in control - Humour - A positive attitude - Experiences of success and achievement - Faith or spirituality - Capacity to reflect
In the family	<ul style="list-style-type: none"> - Overt parental conflict including domestic violence - Family breakdown (including where children are taken into care or adopted) - Inconsistent or unclear discipline ---- Hostile and rejecting relationships - Failure to adapt to a child's changing needs - Physical, sexual, emotional abuse, or neglect - Parental psychiatric illness - Parental criminality, alcoholism or personality disorder - Death and loss – including loss of friendship 	<ul style="list-style-type: none"> - At least one good parentchild 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	<ul style="list-style-type: none"> - Bullying including online - (cyber) - Discrimination - Breakdown in or lack of positive friendships - Deviant peer influences - Peer pressure - Peer on peer abuse - staff relationships 	<ul style="list-style-type: none"> - Clear policies on behaviour and bullying - Staff behaviour policy (also - known as code of conduct) - 'Open door' policy for children to raise problems - A whole-school approach to promoting good mental health - Good pupil to teacher/school staff relationships - Positive classroom management - A sense of belonging - Positive peer influences - Positive friendships - Effective safeguarding and child protection policies. - An effective early help process - Understand their role in and be part of effective multi-agency working

		<ul style="list-style-type: none"> - Appropriate procedures to ensure staff are confident to raise concerns about policies and processes, and know they will be dealt with fairly and effectively
In the community	<ul style="list-style-type: none"> - Socio-economic disadvantage - Homelessness - Disaster, accidents, war or other overwhelming events - Discrimination - Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation - Other significant life events 	<ul style="list-style-type: none"> - Wider supportive network - Good housing - High standard of living - High morale school with positive policies for behaviour, attitudes and anti-bullying - Opportunities for valued social roles - Range of sport/leisure activities

(Department for education – 2018)

Appendix 2 - General Signposting Principals

Circumstance	Action
An emergency - If your life is in danger (for example you are at risk of taking your own life or have seriously harmed yourself) - If the life of someone else is in danger (for example they are at risk of taking their own life or have seriously harmed themselves) - If you or someone else needs immediate help and you are worried about safety	- Call 999 - Attend your local Accident & Emergency if safe to do so Further information: Where to get urgent help for mental health - NHS (www.nhs.uk)
When it's not life threatening but you need urgent medical advice	- Call 111 - Book an emergency GP appointment - Contact your local mental health crisis team Further information: https://www.nhs.uk/conditions/suicide/
For advice and guidance in non-emergency situations	- Make an appointment with your GP - Speak to a healthcare professional Further information: How to access mental health services - NHS (www.nhs.uk)

Other support available for people experiencing emotional problems:

If you want to speak to someone now there are different helplines and listening services available that can provide emotional support.

- The Samaritans (24 hours a day) – 116 123 <https://www.samaritans.org/how-we-can-help/contact-samaritan/>
- CALM (5pm – midnight) – 0800 58 58 58 <https://www.thecalmzone.net/help/get-help/>
- Shout (24 hours a day) – text 'SHOUT' to 85258 <https://www.crisistextline.uk/>
- Childline (24 hours) 0800 1111 <https://www.childline.org.uk/get-support/contacting-childline/>
- Papyrus (9am – 10pm weekdays and 2pm – 10pm weekend & bank holidays) – 0800 068 4141 <https://papyrus-uk.org/hopelineuk/>

If you would like to access talking therapies

- Make an appointment with your GP
- Visit the NHS website to refer yourself <https://www.nhs.uk/service-search/find-a-psychological-therapies-service/>
- Search for a private therapist through the British Association for Counselling and Psychotherapy website <https://www.bacp.co.uk/search/Therapists>

If you are in employment

- It may be helpful to explore whether you are able to access support through your workplace. For example, an occupational health department, an employee assistance programme, private medical insurance, in-house or telephone counselling services
- Remploy's Access to Work Mental Health Support Service may be able to support <https://www.remploy.co.uk/about-us/current-programmes/access-work-mental-health-support-service>

If you are looking for advice and support

Essex Child and Family Well-being Service:

<https://essexfamilywellbeing.co.uk/>

Mid Essex: 0300 247 0014

MindEd is a free educational resource on children and young people's mental health for all adults:

<https://www.minded.org.uk/>

Safe and reliable advice about young people's mental health, created by experts and parents together:

<https://www.mindedforfamilies.org.uk/young-people>

Parent zone - 10 mental wellbeing apps for all the family:

<https://parentzone.org.uk/article/10-mental-wellbeing-apps-all-family>

Headstogether: <https://www.headstogether.org.uk/>

- Mind – 0300 123 3393 <https://www.mind.org.uk/information-support/helplines/>
- Rethink Mental Illness – 0300 5000 927 <https://www.rethink.org/aboutus/what-we-do/advice-and-information-service/>
- YoungMinds Parents Helpline – 0808 802 5544 <https://youngminds.org.uk/find-help/for-parents/parents-helpline/>
- Hub of Hope (find local services) <https://hubofhope.co.uk/>
- NHS: Find Mental Health Services <https://www.nhs.uk/service-search/mental-health>
- Royal College of Psychiatrists <https://www.rcpsych.ac.uk/>

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