



Samarès School

# Mental Health and Wellbeing Policy

Written: May 2024  
Next review: May 2025

## **Mental Health and Well Being Policy**

### **Samares School**

*UNRC Article 3: Everyone who works with children should do what is best for each child*

*UNRC Article 36: Every child has the right to be protected from things that could harm them*

*UNRC Article 19: Every child has the right not to be harmed; they should be looked after and kept safe*

### **Overview**

This policy sets out:

- How we promote positive mental health
- How we support mental health needs
- How we train and support all staff to understand mental health issues and spot early warning signs
- How we signpost and refer to other agencies to help with mental health needs
- Where parents, staff and pupils can get advice and support

### **Aims**

We nurture and promote our core values: **determination, engagement, collaboration** and **respect**. Our ambition is that all pupils make good progress from their starting points, both academically and in their personal development to achieve the best possible outcomes.

Samares School promotes positive mental health and wellbeing for our whole school community; pupils, staff, parents and carers. We recognise how important mental health and emotional well being is to our lives in just the same way of physical health.

We recognise that children's mental health is a crucial factor in their overall well-being and can impact on their learning and achievement.

The [Jersey Special Educational Needs Code of Practice](#) recognises social, emotional and mental health as one of the four areas of needs.

Samares School is working in collaboration with the [Anna Freud Centre](#) to advise on the strategic leadership of well being and mental health.

Anna Freud explains:

*When children and young people have good levels of wellbeing it helps them to:*

- *learn and explore the world*
- *feel, express and manage positive and negative emotions*
- *form and maintain good relationships with others*
- *cope with, and manage, change, setbacks and uncertainty*
- *develop and thrive.*

*When children and young people look after their mental health and develop their coping skills it can help them to boost their resilience, self-esteem and confidence. It can also help them learn to manage their emotions, feel calm, and engage positively with their education - which can, in turn, improve their academic attainment.*

At Samares School, our aim is to help develop the protective factors which builds resilience to mental health problems and be a school where:

- all pupils are valued and their voices are heard
- pupils have a sense of belonging and feel safe
- pupils 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 mental health and wellbeing, we recognise the important of promoting staff mental health and wellbeing.

### **Responsibilities and distribution**

The Head teacher and leaders are responsible for ensuring that the Mental Health and Well being policy is updated and is reviewed and discussed regularly. Samarès School requires all staff to follow this policy.

This policy includes further information, guidance and links to both develop and maintain an engaging, pupil-centred and evidence-based approach to wellbeing and mental health.

### **Definition of Mental Health and Well-being**

The World Health Organisation's definition of mental health and well being is:

*'a state of well-being in which every individual realises 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.'*

### **Links to other policies**

This policy should be read in conjunction with:

- Safeguarding and child protection policy
- Keeping Children Safe in Education (Jersey)
- PSHE policy (not yet published)
- SEND Policy
- The Jersey Code of Practice
- Behaviour policy
- Anti-bullying policy

### **A whole school approach to promoting positive mental health**

Samarès School take a whole school approach in promoting positive mental health. We consider the mental health needs of pupils and staff, the importance of leadership and the role of the community. We consider the principles of equity, diversity and inclusion.

We recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues.

### **Roles and Responsibilities**

#### **Mental Health is everyone's responsibility**

We believe that all staff have a responsibility to promote mental health and understand the protective and risk factors for mental health and our universal offer to all children values this. Some children will require additional support and all staff should have the skills to look out of early signs of mental health problems and know the referral routes.

The school's mental health team are led by the Mental Health Lead, and is supported by the SENCO, DSL, Behaviour Lead and Well Being Facilitator. They are responsible for:

- Strategically leading on and working with staff to coordinate whole school activities to promote positive mental health
- Providing advice and training to staff
- Keeping staff up to date with information and support available

- Liaising the PSHE and Curriculum lead about how mental health is taught in our curriculum
- Leads on the referral process
- Monitors the effectiveness of mental health provision (universal and targeted) in the school
- Working with parents to give information and advice

There is a staff well-being group, who act as a consultative group for well being.

### **Disclosures by pupils**

We recognise how important it is that staff are calm supportive and non-judgemental to pupils who disclose a concern about themselves or others. The emotional and physical safety of pupils is paramount and staff listen rather than advise. Any disclosure will be shared with the DSL and Mental Health lead and decisions about how best to support will be discussed. This is recorded on My Concern, which is our safeguarding reporting system and it will be held on a pupils file.

### **Universal support of pupils' mental health**

Samares school uses a range of universal support for pupils mental health for all pupils. This includes:

- School Core Values of: respect, determination, collaboration and engagement, which is promoted through everything we do
- A curriculum, which puts oracy and personal development at the centre, and promotes positive mental health
- A whole school PSHE programme (Jigsaw), taught weekly, which nurtures children to be confident and successful, preparing for the challenges of the modern world
- A strong behaviour policy which focuses on how positive relationships support children and the use of restorative practice
- High focus on Zones of Regulation to support regulation strategies in a consistent and whole school way
- Staff training on mental health and well being
- Whole school campaigns and focus days (e.g. well being day)
- Whole school assemblies and themes
- Whole class well-being sessions, led by the Well Being Facilitator
- Transition support (e.g. detailed transition plans, visits to new schools or classrooms etc).
- Year 2 Keeping Safe and Well programme of study delivered by the Education Welfare Service
- Peer mediator service to support children's friendships and dealing with disagreements
- Class strategies such as worry boxes, mindfulness etc.

## **Targeted support**

Some children will require support above our universal offer. We aim to identify children with mental health needs as early as possible to prevent problems escalating. Just like physical health, mental health and emotional well being can vary at any given time and is fluid and changes.

Staff have training on the protective and risk factors, the types of mental health needs and signs that a pupil is experiencing mental health difficulties. Any member of staff who is concerned about a pupil will take this seriously and talk to the Mental Health Lead, DSL, SENCo or another member of the Senior Leadership Team. Staff are aware that mental health needs might appear as behavioural needs. If there is a concern that a pupil is in danger of immediate harm, then our child protection procedure will be followed.

We can provide additional support on a school level. In some cases, children require a higher level of support from specialist services, for example for children with complex needs, anxiety, depression, school refusal. Samares School can make referrals to these specialist services.

## **School based support**

- General support, through class teachers and TA's, check in's etc
- Our Well-being Facilitator and Emotional Literacy Support Assistant (ELSA) works with children on a 1:1 basis for approximately a 6 week programme on promoting well being. All school staff can make a referral for this through our online form and this is triaged weekly, with the Mental Health Lead managing the waiting lists
- Support from our safeguarding team in working with parents and children to support various situations
- Support from our Special Educational Needs Coordinator in regards to social, emotional and mental health needs

## **Referrals**

- Samares School works closely with the Children and Families Hub to make referrals for children requiring higher levels of support. This includes the Early Intervention Teams and CAMHS.
- We can make referrals to the CYPES inclusion team, which includes an Educational Psychology, Early Years Inclusion Team, SEMHIT, ASCIT.
- Samares School can referral to link charities such as Mind Jersey or the NSPCC for intervention programmes and guidance for parents.

## **Children requiring high levels of support in school**

Children who require a high level of support will have a range of support around this. This could include a consistent management plan, safer handling plan, risk assessment, additional adult support.

## **Working in partnership with parents**

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children. We have an open door policy and actively encourage early and regular communication between parents and school. We regularly share mental health and wellbeing resources, through our monthly [safeguarding newsletter](#) and through wellbeing days or approaches we are taking in school.

For children who have mental health needs, regular meetings and discussions will be held with their parents, so we can work together.

If a concern has been raised in school, then we will contact parents and discuss how best we can work together and a plan put in place. This could include regular meetings, a referral, agreed actions and records of meetings written, sharing of resources etc.

## **Pupil voice**

We seek pupils' views about our approaches in school through survey's, the School Council, class questions etc. We have weekly supervision meetings with our Y6 Peer Mediators, who share their views. Oracy is a key part of our school curriculum and pupils' views are listened to and help us to develop policy and practice.

## **Staff well being**

We recognise the important of staff well being in supporting pupils in school. We have a separate staff well being policy.

## **Resources**

[Children and Families Hub \(Jersey\)](#)

[Anna Freud – Supporting Mental Health in Schools](#)

[Anna Freud Centre](#)

[Code of Practice \(Jersey\)](#)

[Mentally Healthy Schools](#)

[Risk and Protective Factors](#)

[Mind Jersey \(Charity\)](#)