Wellbeing Policy

Status of Policy	Date
Agreed by Trust Board	Summer 2022
Next Review	Summer 2024

Contents

1. Statement of intent

Balmoral Learning Trust are committed to supporting the positive mental health and wellbeing of our whole school community. We recognise that mental health and emotional wellbeing is just as important to our lives physical health.

Through the successful implementation of this policy, we aim to:

- Promote a positive outlook regarding social, emotional and mental health.
- Eliminate prejudice.
- Promote equal opportunities for all.
- Ensure all pupils health difficulties are identified and appropriately supported.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989

This policy has been created with regard to the following DfE guidance:

- DfE 'Keeping children safe in education'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2016) 'Counselling in schools: a blueprint for the future'
- DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25'

This policy also has due regard to the Trust's policies including, but not limited to, the following:

- Safeguarding Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Staff Code of Conduct
- Managing Medication Policy
- Exclusion Policy

3. Roles and responsibilities

We believe that **all** staff have a responsibility to promote positive wellbeing and mental health and to understand the protective and risk factors for mental health. The Trust clearly communicate their vision for good mental health and wellbeing with the whole Trust community.

Key staff supporting Mental Health and Wellbeing are:

Sharon Miller	East Herrington Primary Academy	Senior Mental Health Lead
Maria Davison	East Herrington Primary Academy	Mental Health Lead
Sarah Young	Hetton Lyons Primary School	Senior Mental Health Lead
Faye Nichol	Hetton Lyons Primary School	Mental Health Lead

The Senior Mental Health Lead is responsible for:

- Overseeing the whole-school approach to mental health, the curriculum and pastoral support, how staff are supported with their own mental health, and how the school engages pupils and parents with regards to pupils' mental health and awareness.
- Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have difficulties.
- Leading mental health CPD.

The Trust will ensure that there are clear policies and processes in place to reduce stigma and make pupils feel comfortable enough to discuss mental health concerns.

4. Staff training

The Trust promote CPD to ensure that staff can recognise common symptoms of mental health problems, understand what represents a concern, and know what to do if they believe they have spotted a developing problem.

Clear processes are in place to help staff who identify problems in pupils escalate issues through clear referral and accountability systems.

5. Identifying social, emotional and mental health difficulties

The Trust is committed to identifying pupils with social, emotional and mental health difficulties at the earliest stage possible.

Staff are trained to know how to identify possible mental health problems, where to seek further support and understand what to do if they spot signs of emerging difficulties.

The Trust will promote resilience to help encourage positive mental health and wellbeing.

Staff members will observe identify and monitor the behaviour of pupils potentially displaying signs of difficulties; however, **only medical professionals** will make a diagnosis of a mental health condition.

Staff members are mindful that some groups of pupils are more vulnerable to mental health difficulties than others; these include LAC, pupils with SEND and pupils from disadvantaged backgrounds.

6. Risk factors and protective factors

The table below displays common risk factors for social, emotional and mental health difficulties (as outlined by the DfE) that staff remain vigilant of, and the protective factors that staff look for and notice when missing from a pupil:

	Risk factors	Protective factors
In the pupil	- Genetic influences - Low IQ and learning disabilities - Specific development delay or neuro-diversity - Communication difficulties - Difficult temperament - Physical illness - Academic failure - Low self-esteem	- Secure attachment experience - Outgoing temperament as an infant - Good communication skills and 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 pupil's family	- 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	- At least one good parent-child relationship (or one supportive adult) - Affection - Clear, consistent discipline - Support for education - Supportive long-term relationships or the absence of severe discord
In the school	- Bullying including online (cyber bullying) - Discrimination - Breakdown in or lack of positive friendships - Deviant peer influences - Peer pressure - Peer-on-peer abuse - Poor pupil-to-teacher/school staff relationships	- 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 are part of, effective multi-agency working • Appropriate procedures in place to ensure staff are confident enough to raise concerns about policies and processes and know they will be dealt with fairly and effectively
In the community	• 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	• 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

7. Intervention and support – 5 ways to Wellbeing

As a Trust, we share the five ways to Wellbeing with both staff and children, and take a proactive approach in delivering these principals in all that we do.

1. **Connect with other people** – good relationships are important for your mental wellbeing. They can:
   a. Help to build you a sense of belonging and self-worth.
   b. Give you an opportunity to share positive experiences.
   c. Provide support and allow you to support others.
2. **Be physically active** this is great for both your mental wellbeing an physical health and fitness. It can:
   a. Raise self esteem
   b. Help you to set goals or challenges and achieve them.
   c. Cause chemical changes in your brain which can help to positively change your mood.
3. **Learn new skills** – this can:
   a. Boost self confidence
   b. Hel you to build a sense of purpose
   c. Help you to connect with others.
4. **Give to others** – acts of kindness can improve your mental wellbeing by:
   a. Creating positive feeling and sense of reward.
   b. Giving you a feeling of purpose and self-worth.
   c. Helping you connect with other people.

5. **Pay attention to the present moment** – mindfulness. This can help you enjoy life more and understand yourself better. It can positively change how you feel about life and how you approach challenges.

The 5 ways to wellbeing are are pursued through our vision, to create opportunity through collaborations, celebrating the prospects and potential that can be found in our community, though our overarching aim to achieve learning and excellence for all, which is promoted through:

- Promoting our values and encouraging a sense of collaboration and community.
- 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.
- Enabling access to appropriate support.
- Wellbeing information around the school

The Trust will work with other agencies to support children's emotional health and wellbeing. Your child may be referred to one of the following services for additional support should it be needed:

- CAMHS
- School Nursing Service
- Children's Services
- Therapists
- Family support workers
- Educational psychology services
- Counselling services.