Boston Endeavour Academy **Mental Health and Wellbeing Policy**
Published: 11/02/2022
Review Date: 11/02/2025

1, Why Mental Health and Well-Being is Important

At our school, we aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional well-being is to our lives in just the same way as physical health.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

All children go through ups and downs through their school career and some face significant life events. About 10% of all children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on their quality of life, relationships and academic achievement. Children with learning disabilities are 4 and a half times more likely to have a mental health problem than children without a learning disability. (Emerson and Hatton, 2007)

The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience.

For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting pupils' well-being and can help engender a sense of belonging and community.

Our role in school is to ensure that children are able to manage times of change and stress, be resilient, are supported to maximise their independence and access help when they need it.

We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where:
- all pupils are valued
- pupils have a sense of belonging and feel safe
- pupils feel able to communicate with trusted adults about their problems without feeling any stigma
- positive mental health is promoted and valued
- pupils learn to recognise and regulate their emotional states
- bullying is always challenged and addressed

In addition to children's well-being, we recognise the importance of promoting staff mental health and well-being. We want our school to be a place where staff love to be, where they feel supported and able to develop themselves and live out what for many is a vocation.

We recognise the Department for Work and Pensions finding that far more people have to leave their jobs each year because of a long-term mental health condition than because of a physical health condition. We seek to be responsive to the fluctuations in mental health that affect our staff.

2, Purpose of the Policy

This policy sets out
• how we promote positive mental health
• how we prevent mental health problems
• how we identify and support pupils with mental health needs
• how we train and support all staff to understand mental health issues and spot early warning signs to help prevent mental health problems getting worse
• key information about some common mental health problems
• where parents, staff and pupils can get advice and support

3, Definition of Mental Health and Well-Being

We use the World Health Organisation's definition of mental health and wellbeing:
… 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.

Mental health and well-being is not just the absence of mental health problems.

We want all children/young people to
• feel confident in themselves
• be able to express a range of emotions appropriately
• be able to make and maintain positive relationships with others
• cope with the stresses of everyday life

• manage times of stress and be able to deal with change
• learn and achieve

4, Links to other Policies

This policy links to our policies on Safeguarding and Child Protection, Behaviour and Physical Restraint Policy (including anti-bullying), RSE, Looked After Children and Special Educational Needs and Disabilities (SEND) Policy.

Links with the Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

We use rewards and recognition to help our pupils to recognise when they are doing well and helping them to feel good about themselves.

We always seek to understand the emotions and communication expressed through our pupils' behaviour. We seek to help them understand, manage and not be overwhelmed by their feelings.

5, A Whole School Approach to Promoting Positive Mental Health

We take a whole school approach to promoting positive mental health that aims to help pupils and staff to become more resilient, be happy and successful and prevent problems before they arise.

This encompasses seven aspects:
1. creating an ethos, policies and behaviours that support mental health and resilience that everyone understands
2. helping pupils to develop social relationships, support each other and seek help when they need to
3. helping pupils to be resilient learners
4. teaching pupils social and emotional skills and an awareness of mental health
5. early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services
6. effectively working with parents and carers
7. supporting and training staff to develop their skills and resilience
8. engaging with staff regarding their views, workload, aspirations and wellbeing

We also 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. We aim to be a 'total communication school' with an 'Open Door Policy'.

The school complies fully with the CIT Staff Wellbeing Policy.

We subscribe to the NHS 5 steps to mental wellbeing and ensure that our curriculum provides opportunities for:
• connecting with others, for example through shared play
• being physically active
• learning new skills, especially those which promote independence
• giving to others and enjoying the satisfaction of helping someone else

- paying attention to the moment through mindfulness activities

We make use of the Zones of Regulation framework across the school, helping our pupils to recognise levels of arousal and build their personal strategies for remaining at an optimal level for wellbeing and successful engagement.

6, Roles and Responsibilities

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. We expect all staff to engage with training which supports them in understanding their roles and responsibilities in relation to the wellbeing of the pupils in our care.

Some children will require additional help and all staff are trained to have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need.

Our staff understand the additional risk of mental health conditions that is associated with having a learning disability.

All staff understand about possible further risk factors that might make some children more likely to experience problems, such as: a physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying.

They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. We understand that, collectively, we are the front line in supporting our pupils' mental health to be the best it can.

Class Leads
- maintain each pupil's communication passport which identifies how best to support their mental health and wellbeing
- helps each pupil to optimum self-regulation using the school-wide Zones of Regulation approach

The school's Mental Health Leads
- work with other staff to coordinate whole school activities to promote positive mental health
- consult with pupils on activities to promote mental health in school
- provide advice and support to staff and organises training and updates
- keep staff up-to-date with information about what support is available for themselves and for pupils
- liaise with the PSD Leader on teaching about mental health
- is the first point of contact and communicates with mental health services regarding whole school initiatives
- lead on making referrals to specialist services including MHST and CAMHS

- links with organisations providing financial support to families in need
- prepare an annual report to Governors regarding mental health and wellbeing in school, including monitoring of vulnerable groups within the school

The school's Home School Liaison Officer
- maintains close contact with families to offer support through periods of difficulty
- leads on multi-disciplinary support to families, including: TAC, ESCO, CaFPM, LAC

The School Safeguarding Team
- ensure that the school is compliant with: Safer Recruitment, checks on volunteers and work experience students, Single Central Record
- is available through our 'Open Door' policy for all staff, parents or visitors to raise any concerns
- ensures that all staff are well trained and in particular understand the key messages of 'it could happen here', 'no worry is too small to mention', 'don't be frightened to escalate if you aren't being heard'.

The School Whistleblowing Champions
- are experienced classroom staff who are confident to support colleagues in taking concerns to senior managers

The Headteacher
- chairs EHCP meetings to ensure the necessary resources are in place for each pupil's needs

7, Early Identification

We are a caring school which prides itself on close working relationships with families and attuned relationships between staff and pupils. We screen pupils using a simple and accessible resource tool which is used by all teachers for all pupils.

Score Indicator	0	1	2
Smiling	Glum presentation	Occasionally smiles	Smiles readily
Communicating with peers	Sits alone and communicates to no one	Will communicate when prompted	Communicates readily with peers
Appearance	Scruffy	Generally well-presented	Cares about appearance
Engagement with adults	Barely engages with adults	Will engage with adults when prompted	Engages readily with adults
Engagement with tasks	Fleeting or no engagement with set tasks	Sometimes distractible or wary	Enthusiastically engages with tasks

Attendance	A persistent, absentee, frequently late.	Attendance rate of 90%-94%, sometimes late.	Attendance 95% or better, rarely late.

A pupil who scores a 9 or higher is considered to have good emotional wellbeing, while a score of 4 or lower may indicate the need for class lead and/or pupil to have a structured conversation with one of our Mental Health Leads, Becky Thompson or Debbie Arrand and a possible intervention plan.

We make use of more extensive self-report forms for pupils who are able to access these to help them to monitor and become attuned to their own wellbeing.

We are alert to risk factors which may increase the risk of mental health difficulties in pupils and have implemented protective support for our pupils so far as we are able (source DFE: Mental health and behaviour in schools 2018).

	Risk factors	Protective factors
In the child	• 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, 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	• 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 relationship or the absence of severe discord
In the school	• Bullying including online (cyber) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Peer on peer abuse	• Clear policies on behaviour and bullying • Staff behaviour policy (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 • Appropriate procedures to ensure staff are confident to can raise concerns about policies and processes, and know they will be dealt with fairly and effectively
	• Poor pupil to teacher/school staff relationships	
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

We have strong information sharing through recording on the SchoolPod system, ensuring that concerns are communicated rapidly on a need to know basis.

8, Supporting Pupils and Staff through episodes of Poor Mental Health

We recognise the stigma that is often associated with mental ill health and seek to reduce this through modelling open dialogue at a leadership level.

We value the work of our professional network and in relation to the mental health of pupils we work closely with:
- Mental Health Support Team (MHST)
- Learning Disability Child and Adolescent Mental Health Team (LD CAMHS)
- Social Workers
- Community Paediatricians

We maintain close contact with pupils experiencing periods of time off school through illness, including through a range of remote learning approaches.

We signpost families to appropriate support through Lincolnshire's Local Offer and additional national resources that have appropriate quality assurance (see Appendix 1 – from DFE Promoting children and young people's mental health and wellbeing).

All staff have a return-to-work meeting following any sickness related absence. This provides an opportunity to share information regarding existing mental health conditions, consider any adjustments that may be made to support the staff member and how any ongoing risks to their wellbeing may be mitigated.

Everyone has a bad day and we have debrief procedures in place for pupils and staff to guide them through a structured reflection process following an emotionally challenging episode.

Staff have access to an Employee Assistance Programme (EAP) for confidential and free advice.

Appendix 1 – Helpful Resources (DFE, 2020)

1. Examples of organisations providing mental health and wellbeing support for schools and colleges

Achievement for All (AfA) delivers a whole school improvement framework that raises the aspirations, access and achievement of vulnerable and disadvantaged pupils, including those with special educational needs and disabilities, English as an Additional Language (EAL), looked-after children and children on free school meals. The programme has 4 elements: leadership, teaching and learning, parental engagement, and wider outcomes.

AcSEED encourages all UK schools to achieve and maintain an acceptable threshold of support and to align on best practices that provide a common language and understanding between schools, parents, young people, and associated organisations and charities. The AcSEED initiative was founded by young people with direct personal experience of mental illness at a young age and is entirely dedicated to supporting the emotional wellbeing and mental health of young people in schools.

Anna Freud has developed a 5 Steps Framework to help schools and colleges develop their approach to mental health and wellbeing.

Nurture UK promotes the development of 'nurture groups' that are small groups of children who need short, focussed support to help address issues connected to social, emotional and behavioural difficulties. It ensures the continuing quality of delivery through accredited training programmes, research on effective practice, relevant publications and information exchange.

The National Children's Bureau (NCB) hosts The Schools Wellbeing Partnership. This is a network of nearly 50 member organisations who work to improve the wellbeing of all children in education. The Partnership provides useful free resources for schools,

including information on implementing a whole school approach. The NCB also hosts a Wellbeing Schools Forum: an online forum for policy updates, peer support and for schools and teachers to share best practice around mental health and wellbeing for their pupils. NCB operate a Wellbeing Award for Schools to support schools to deliver a whole school approach.

Academic Resilience from YoungMinds is a free resource to help schools support pupils' academic resilience and was devised by Lisa Williams and Professor Angie Hart.

Samaritans can support schools by giving talks, providing a teaching resource called DEAL, and hosting a suicide response service to support schools following a suicide.

The YoungMinds website also provides a useful library of resources for schools.

Therapeutic story writing from YoungMinds is an approach to helping support students' emotional wellbeing whilst at the same time improving writing skills.

2. Resources to support children and young people with learning disabilities, physical disabilities and chronic illness

Children and young people with learning disabilities: understanding their mental health is an information pack providing an introduction to learning disabilities among children and young people, produced by Mental Health Foundation.

FRIENDS for life: learning disabilities is part of FRIENDS for Life, a group programme that teaches children and young people techniques to cope with anxiety and promote wellbeing, social and emotional skills and resilience. The FRIENDS for Life Learning Disabilities development project was adapted to be accessible for children and young people with learning disabilities.

Feeling down: looking after my mental health is an easy read guide for people with learning disabilities from the Foundation for People with Learning Disabilities. The guide provides information and advice on how to look after oneself and get the best out of life.

I Can produces factsheets about speech, language and communication difficulties, and has a helpline for parents and practitioners.

National Autistic Society has a website that provides information about autism.

The SEND Gateway provides information for professionals, containing resources on responding appropriately to children and young people with SEND with emotional wellbeing needs.

3. Resources for specific issues

Childhood bereavement network offers resources to help schools deal with a bereavement within the school.

OCD Youth website is especially for young people, their parents and teachers with information, resources, and online forums for young people with OCD.

On edge: self-harm awareness resource pack is a film and lesson plan resource pack for teachers and other professionals working with young people. Developed by NHS Greater Glasgow and Clyde.

The Government tool Respectful school communities is a tool to support school staff to combat bullying, harassment and abuse of any kind.

The Anti-Bullying Alliance provides free online training for schools and teachers and has advice for parents and carers about bullying.

BEAT provides advice and support on eating problems and disorder, with general downloads and resources and advice for school and college teachers and staff.

Papyrus (Prevention of Young Suicide) provides confidential advice and support for young people who feel suicidal and has published a guide for teachers and staff.

Operation Encompass Teachers' helpline is staffed by educational psychologists to support staff working with children and young people at risk of or experiencing domestic abuse.

4. Helplines and resources for young people

NSPCC Working with schools is a service that uses specially trained volunteers to talk to primary school children about abuse. The aim is to give them the skills to protect themselves and know where to go for help. There is also a free helpline for children and young people. The helpline number is 0800 1111.

Get Connected is a free, confidential helpline service for young people under 25, who need help, but don't know where to turn. The helpline number is 0808 808 4994.

Papyrus is a charity that aims to prevent young suicides. It has a helpline for young people at risk of suicide or for people worried about a young person at risk of suicide called HOPELineUK. The helpline number is 0800 068 41 41.

Relate provides local counselling services for all ages including young people. It also has an online emotional support and advice resource called IRelate which provides information and access to an online counsellor.

Shout 85258 is a free, confidential, 24/7 text messaging support service for anyone who is struggling to cope.

Student Space provides support, advice and guidance to students and helps students to find support services that are available at their university.

Student Health App provides easy access to more than 900 pages of reliable health information all in one place. The app aims to help reduce worries and to provide support to students when they need it most.

The Mix provides an online support section for young people to get advice and support. Young people can speak through an online chat or can call their helpline.

Youth Access offers a directory of local youth information, advice and counselling services for young people aged 14 to 25.

Youth Health Talk provides advice and support on mental health issues from young people for young people.

5. Parenting programmes and support for parents and carers

Childhood behaviour problems: briefings for professionals is by the Centre for Mental Health.

Some of the best tested and most reliable parenting programmes are Incredible Years and Triple P. In order to work best, parenting programmes need to be delivered as they were originally intended and be targeted at those with the right level of need.

YoungMinds Parents' Helpline is a free, confidential helpline for any adult who is concerned about the emotional problems, behaviour or mental health of a child or young person up to the age of 25. The helpline number is 0808 802 5544.

Square Peg provides support for parents or carers whose children struggle to go to school

Approved by LGB 8.3.2022