



Roman Road Primary School

Pupil Wellbeing Policy

Pupil Wellbeing

1. Why mental health and wellbeing is important

At Roman Road School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing 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.

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

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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 children's wellbeing 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, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children 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 to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma- weekly Circle Time is a safe space for this.
- Positive mental health is promoted and valued.
- Bullying is not tolerated- each year we hold Anti-Bullying Week which explains what bullying is and how to treat all people.
- Children's Mental Health Week to be held February yearly in association Place 2B ie assemblies and strategies
- Assemblies based on SEALs, as well as wellbeing assemblies on Mental Health.
- All classrooms have a designated Calm Corner which is specifically for children to acknowledge and deregulate their feelings.

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 children with mental health needs. How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems
- Where parents, staff and children can get further advice and support.

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

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contribution to her or his community”. Mental health and wellbeing 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.

How we promote positive mental health:

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise. We do this by-

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
2. Helping children to develop social relationships support each other and seek help when they need it- through PSHE lessons, SRE, circle time, crosscurricular links and social stories.
3. Helping children to be resilient learners- developing a growth mind-set.
4. Teaching children social and emotional skills and an awareness of mental health- well-being and mental health assemblies, explicitly teaching strategies for identifying emotions and how to regulate them, de-stressing and how to manage anger activities.
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services- staff can fill in a form to refer to Inclusion Lead who will discuss with adult and if necessary parents/carers and outside agencies.
6. Effectively working with parents and carers- creating a dialogue.
7. Supporting and training staff to develop their skills and their own resilience. We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues and a place where children can feel confident to discuss concerns.

How we help prevent mental health problems.

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that

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children with mental health needs get early intervention and the support they need. All staff understand about possible risk factors that might make some children more likely to experience problems, such as: 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 should 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

- Natasha Searle leads and works with other staff to coordinate whole school activities to promote positive mental health and wellbeing. Natasha Searle leads on PSHE teaching about mental health.
- She also provides advice and support to staff and organises training and updates.

How we identify and support children with mental health needs.

Staff have had Mental Health training for children to recognise key factors and contributors to changing Mental Health and how to make referrals. Following teacher referrals, our Inclusion Lead is the first point of contact with mental health services, and makes individual referrals to them. We recognise that many behaviours and emotional problems can be supported within the School environment, or with advice from external professionals such as an Educational Psychologist or CAMHS. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families. A Counsellor is also available to children who may need professional support.

Sources of relevant support include:

- Our own Senior Leadership Team
- Our Inclusion Team
- Our Safeguarding/Child Protection Team
- Our Phase Leaders who have all had Mental Health First Aid Training.
- School support staff employed to manage mental health needs of particular children via Learning Mentor or Safeguarding Team
- Following referrals children may have sessions with the school counsellor
- Our SENDCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision.
- Inclusion team and Learning Mentor have had Bereavement Training for children.

How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems

We believe the School has a key role in promoting children positive mental health and helping to prevent mental health problems. Our School has developed a range of strategies and approaches including:

- Learning and assemblies to raise awareness of mental health ie Mental Health Week, Wellbeing assemblies. Recognising stress etc.
- Mental Health for Children programmes
- Circle times link to assemblies on topics such as ‘good to be me’
- Displays and information around the School about positive mental health and where to go for help and support ie for Child line EYFS & Key Stage 1 children learn:
 - To recognise, name and describe feelings including good and not so good feelings.
 - Simple strategies for managing feelings.
 - How their behaviour affects other people.
 - About empathy and understanding other people’s feelings

Wellbeing – COVID 19

The COVID 19 Pandemic has created anxiety for some pupils and their families. In line with Newham priorities, we have supported our learners and parents in many ways. During lockdown whilst providing a varied, comprehensive and enriched remote learning structure we did not put intense pressure or expectation on children or parents to complete all work. Leadership had some conversations with parents about how to manage remote learning where there were additional pressures. In certain cases, wellbeing was prioritised above home learning. Our teachers made weekly calls and remained in touch with pupils on line to advice and support with all aspects of home learning.

We have a wide and varied range of pastoral support available for our children and families, including an experience SENCO and CP lead and Learning Mentor. We have staff trained in supporting with bereavement.

Vulnerable children / vulnerable families, such as SEN or safeguarding concerns were offered a school place during lockdowns. Calls were made weekly to SEN and safeguarding concern children to support weekly. This was to help with concerns including remote learning issues.

Throughout the Pandemic we have provided numerous information letters and emails to parents around all COVID issues arising. We have supported parents to understand

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Government procedures and directives and school specific procedures. Our office staff are embedded in explaining to parents our requirements around testing, communicating with school, school adjustments around start/end times etc, understanding symptoms and isolation periods (COVID 19 Risk Assessment).

On the first weeks back following all lockdowns we redeployed the school Councillor to provide Wellbeing sessions for every class. This was to discuss the effect COVID may have had on them and how to manage change during uncertain times.

Wellbeing and mental health within the curriculum

Wellbeing and mental health education is embedded throughout our curriculum. The Y5 unit 'The Island' makes links with current issues ie immigration /refugees. It also opens debating opportunities. For PSHE in Year 3 children study the unit 'Anti bullying' of different groups and minorities. This aligns with our school ethos and Equalities Policy. It tackles bullying and the equal right for all groups and minorities. Year 5 study the unit Emotional Health. This links to explores mental health, an issue that is very current particularly in the COVID period. Year 6 study the topic Peer Pressure. This relates to the rights of children. It also links to peer on peer abuse/harassment (including sexualised behaviour). All staff have had recent INSET recent training in this area.

Where parents, staff and children can get further advice and support.

Anxiety UK www.anxietyuk.org.uk

OCD UK www.ocduk.org

Depression Alliance www.depressoinalliance.org

Eating Disorders www.b-eat.co.uk and www.inourhands.com National Self-

Harm Network www.nshn.co.uk www.selfharm.co.uk Suicidal thoughts

Prevention of young suicide UK – POPYRUS: www.papyrus-uk.org

For general information and support www.youngminds.org.uk champions

young people's mental health and wellbeing www.mind.org.uk advice and

support on mental health problems www.minded.org.uk (elearning)

www.time-to-change.org.uk tackles the stigma of mental health

www.rethink.org challenges attitudes towards mental health