



Moorlands Primary School

High Expectations, High Achievements, Challenge and Enjoyment for All

Pupil Well-being Policy

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date	Approved by Governors
Hannah Woodhouse	March 2018	March 2019	

Policy Aims

At Moorlands Primary School we take pride in our commitment to ensure our pupils have the potential to thrive in all areas of life. To work towards this, we have committed to embedding 'Well-being' throughout school and ensuring all pupils develop a secure understanding of Mental Health. To support us with ensuring robust procedures, we are currently working towards achieving the School Mental Health Award from The Carnegie School for Excellence through Leeds Beckett University.

This policy is to provide a framework of procedures and responsibilities to support the health and wellbeing of all pupils. It will ensure that all pupils have access to appropriate support and are treated with respect and dignity.

It is the aim of this policy is to ensure that pupils develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. We aim to:

- Increase the **protective factors** through a whole-school approach embedding positive mental health both for staff and pupils
- Reduce the **risk factors** -parental engagement, sports funding, community links, ensuring support for staff in times of need as well as identifying and acting upon work related stresses
- Empower children and staff. Reduce the stigma (a separate policy is being devised), talk, know how to access information.

When we refer to 'Mental Health', we want to ensure pupils and staff acknowledge that everybody has 'mental health'. We are therefore developing a robust system in which every child's mental health needs are met.

Our rationale for this is as follows:

"Mental health is a state of 'well-being' in which an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community"

Learning through health and wellbeing enables children to:

- Make informed decisions in order to improve their emotional, social and physical wellbeing
- Experience challenge & enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Establish a pattern of health and wellbeing which will be sustained into adult life and which will help promote the Health and Wellbeing of the next generation of children.

Statistics in the UK are increasing with more young people experience Mental Health issues, with mental health being identified as the second most common Special Need (Leeds Carnegie 2017).

Young Minds (January 2018) states the following:

Mental health is a big issue for young people...

- 1 in 10 children have a diagnosable mental health disorder – that's roughly 3 children in every classroom

- Half of all mental health problems manifest by the age of 14, with 75% by age 24
- Almost 1 in 4 children and young people show some evidence of mental ill health (including anxiety and depression)
- Suicide is the most common cause of death for boys aged between 5-19 years, and the second most common for girls of this age
- 1 in 12 young people self-harm at some point in their lives, though there is evidence that this could be a lot higher. Girls are more likely to self-harm than boys.

It has a big impact in adulthood...

- Women who had experienced one childhood adversity had a 66% increased risk of premature death, and those who had experienced two or more adversities had an 80% increased risk compared to their peers
- 1 in 3 adult mental health conditions relate directly to adverse childhood experiences

Young people need more support...

- 3 in 4 children with a diagnosable mental health condition do not get access to the support that they need
- The average maximum waiting time for a first appointment with CAMHS is 6 months and nearly 10 months until the start of treatment
- CAMHS are turning away nearly a quarter (23%) of children referred to them for treatment by concerned parents, GPs, teachers and others
- Just 0.7% of the NHS budget is spent on children's mental health and only 16% of this is spent on early intervention

The DFE analysis from May 2017 also identified the academic effect:

- Only 24% of children with mental health needs leave primary school with the required reading, writing and maths. This is less than half as many as all children.
- Children with mental health problems make much slower progress than they are expected to.

At Moorlands, we therefore believe we can make a difference and have a responsibility to put systems of support in place for children who may experience the above. Our aim is 'early intervention' through to external support and have therefore developed our 'Wave of Support' system:

Pupils

Point of support	Support in place	Examples
Wave 1	Well-being and Resilience for every child Whole School positive well-being embedded across classrooms and the curriculum.	Well-being Wednesday established in every classroom, pupil voice surveys, pupil led decisions PSHE timetabled, well-being and resilience provided and identified across subjects and policies, year group displays, 'Helping Hands'. Pupil Premium Funding analysis, lunchtime and after-school clubs, parental engagement an area in Reception with access to leaflets and information.
Wave 2	Additional class based interventions. This may	'Time to talk' with an identified

	be initiated by parents or staff that work closely with a child.	Helping Hand, daily check-ins, pupil led activities. Well-being gurus lead small groups for friendship, emotional needs games and activities. Cpoms for Pastoral Concerns, state Wave 2.
Wave 3	Emotional, Social and behavioral area of need. Communication and Interaction area of need.	Lego Time, SCAIT, Nurture Group. These children will be tracked by Hannah Woodhouse and Danielle Augustine through Intervention and Provision Analysis, on a termly basis.
Wave 4	Cpoms and Pastoral referral initiated after Wave 3 or in times of need/crisis	Pastoral Leaders Rachel Turner (Counselling Skills and Bereavement Trained) Hannah Woodhouse (Mental Health First Aid Trained) will dedicate 121 time with the child and identify needs and provide regular sessions to advise and support.
Wave 5	Mental Health Care Plans put in place, staff made aware and pupil tracked	If the Pastoral Leaders identify potential mental health needs, in liaison with the pupil, staff and parents, a MHCP will be put in place. This will identify triggers, symptoms and methods to support in times of need.
Wave 6	Support to access External Agencies	Parents will be given support to access external agencies, including the 0-19 Practitioner, GPs and CAMHS. The Salendine Nook Family Hub will support with this also.

Who?	What?	Role in school
Mrs Rachel Harle	Well-being Governor	Vice Chair on the Governing Body
Mrs Hannah Woodhouse	Well-being Leader Mental Health First Aider	Assistant Head Teacher/class teacher
Miss A Newby	Well-being Leader with a focus on positive Mental Health	Member of the Senior Leadership Team/Early Years
Mrs R Turner	Pastoral Leader Counselling Skills Trained Forest School	Pastoral Leader Forest School

SEND

The Well-being Leader works closely with the SENCo to analyse Wave 3 interventions to track impact and consider next steps for individual pupils. This is in-line with the SEND policy.

Safeguarding

All staff are aware of staff guarding procedures. Please refer to the separate policy. All staff will report to the DSL or Deputy DSL if a child discloses information deemed to put them at immediate risk and

procedures will be followed.

Monitoring of Wellbeing

Monitoring and Review

The Wellbeing Leaders are responsible for monitoring the implementation of this policy. The Leader will support staff by giving them information about current developments in the subject in the school.

CONFIDENTIALITY

The school operates clear procedures for confidentiality as set out in the school's Confidentiality Policy.

STAFFING AND STAFF DEVELOPMENT

All staff are an integral part of the pastoral system and will require on-going training in

- Talking and listening to individual pupils and their families
- Providing relevant learning opportunities on sensitive issues
- Understanding their role within the school pastoral system

Key members of staff will have access to appropriate training on:

- Counselling skills
- Mental Health First Aid
- Behaviour management and anti-bullying strategies
- Developing monitoring and evaluation systems
- Utilising external support
- The pastoral curriculum

This policy ensures Well-being is embedded across School. We believe at Moorlands, that all our pupil policies link directly to having our pupil's Well-being and Safeguarding as our main priority and should therefore be read in-line with this policy.