

# Blossom Federation

Daubeney, Sebright and Lauriston



## Federation Mental Health & Wellbeing Policy

Review Date	Changes made/Details of action plan	Due Date	By Whom
	First Version July 2019	July 2019	Anna Lucey
January 2022	<b>Updates:</b> Page 2 - Information re mental health and COVID – 19 Page 3 – Mental health and KCSIE Page 6 – Pupil voice Page 6 – Outdoor Learning Page 7 - WAMHS and MHST Page 12 - Where to get information and support- COVID19		Anna Lucey
July 2023	Inclusion of Staff Wellbeing	July 2025	Robin Warren





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### Purpose of the Mental Health and Wellbeing Policy

*“When our mental health is good, we feel positive about ourselves, enjoy being around others and feel able to deal with life’s challenges.*

*We all go through times when we feel worried, confused or down. But when it starts to feel difficult to do everyday things like hanging out with friends, getting work done or doing the things we normally enjoy, this could mean we have a problem with our mental health.”*

<https://youngminds.org.uk/find-help/what-is-mental-health/>

One in six children aged five to 16 were identified as having a probable mental health problem in July 2021, a huge increase from one in nine in 2017. That’s five children in every classroom.

The coronavirus pandemic has resulted in fundamental changes to the lives of children and young people. The Public Health England COVID-19 mental health and wellbeing surveillance report suggests that whilst some evidence shows that children and young people have generally coped well during the pandemic (March to September 2020), other evidence suggests that some children and young people, especially those with certain characteristics, such as those who are disadvantaged economically, females, and those with pre-existing mental health needs, appear to have experienced greater negative impacts on their mental health and wellbeing .

Schools have an important role to play in supporting the mental health and wellbeing of their pupils and students, by developing approaches tailored to the particular needs of their pupils and students. Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools can also help foster readiness to learn.’ *Public Health England 2021*

At the Blossom Federation, 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 understand that mental health is influenced by different factors overtime and that children may be at different stages on the Mental Health Spectrum over their school career.



### **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.

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

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 aim is to help develop the protective factors which build resilience to mental health problems and to be a Federation where:**

- Children feel safe and are able to talk openly about their feelings;
- Children are aware what affects their mental health and how to look after their physical and mental health;
- We reduce the stigma surrounding mental health;
- Mental health is promoted and valued – children, staff and parents;
- Children are aware of the links between physical and mental health;
- All mental illnesses are recognised and supported.



## **A whole Federation approach to promoting mental health**

All schools are under a statutory duty to promote the welfare of their pupils and students, which includes preventing impairment of children's health or development and taking action to enable all children to have the best outcomes. Full details are set out in Keeping Children Safe in Education (KCSIE) statutory guidance.

The Blossom Federation's approach to promoting mental health aims to help children become more resilient, happy and successful.

This encompasses eight aspects:

1. Creating an ethos and behaviours that support mental health and resilience, which everyone understands.
2. Helping children to develop social relationships, support each other and seek help when they need it.
3. Helping children to be resilient.
4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children who may have mental health needs and planning support to meet their needs, this may include seeking support from outside agencies such as CAMHS (Children and Adolescent Mental Health Services)
6. Effectively working with parents and carers, raising awareness of mental health.
7. Supporting and training staff to develop their skills, awareness and understanding, but also supporting their mental health and emotional wellbeing.
8. Having trained mental health first aiders to advise, train and support.

## **Staff roles and responsibilities, including those with specific responsibility**

### **Staff Responsibilities**

All staff have the responsibility to identify when a child might be showing signs of mental health difficulties/distress. Similarly to the Child Protection & Safeguarding Policy, school staff should report any concerns about a child's mental health and emotional wellbeing to the Safeguarding Team logging information onto CPOMS.

In order to successfully identify any mental health concerns, all staff receive training on mental health and wellbeing so they understand the risk factors that contribute to mental health difficulties and how to report concerns appropriately. Also, training develops an understanding that distress can present itself in lots of different ways.



## Designated Safeguarding Lead

All of the staff in the Blossom Federation's Safeguarding Teams have significant crossover with mental health and wellbeing due to their pastoral roles in the school and coordinate and provide pupil support as well as liaising with external services when necessary.

If staff have concerns with regards to a child's mental health they should follow the schools safeguarding procedures and log concerns onto CPOMS. This should be passed onto the DSL (Designated Safeguarding Lead) and they will make an informed decision on what to do next.

NB: At present, Sebright still uses a combination of cause for concern forms as well as CPOMs, as we encourage external professionals to report concerns using the forms.

## Staff Wellbeing

We recognise that in order to support children's mental health and well-being effectively it is important to promote staff wellbeing. All staff have full access to Education Support Partnership: a service which offers advice, counselling and support to staff members for professional and personal problems.

Our schools provide:

- Staff training
- Duvet Week/ Holistic Week / Wellbeing Week
- Open door policy for staff to talk to Phase Leads/SMT/SLT
- Staff wellbeing drop-ins with CWIS (CAMHs worker in school – at Daubeney)
- Half termly wellbeing breakfast briefing
- Social events
- Staff Mental Health Team
- Regular information/advice on our staff wellbeing board
- Staff wellbeing week e.g. 'Be a Buddy' week
- Well done postcards
- Opportunities for working at home including regular PPA
- Membership of Employee Assistance Programme
- plus a significant menu of choices to support and make mental health and wellbeing a priority

Mental Health and Wellbeing is monitored by Ofsted so each school is mindful of the continual focus and discussion around this. It also forms part of the annual school improvement questionnaire for staff.



The Blossom Federation understand that:

*'Mental health doesn't mean being happy all the time. Neither does it mean avoiding stress altogether. Coping and adjusting to setbacks are critical life skills for children, but it's important that they develop positive, rather than negative, coping skills.'*

<https://www.mentallyhealthyschools.org.uk/whats-mental-health/>

We believe that each school has a key role in promoting children's mental health and helping to prevent mental health problems. Our Federation has developed a range of strategies and approaches which include:

### ***Pupil-led activities may include***

- Assemblies to raise awareness of mental health.
- Peer mediators – children working together to solve problems.
- Playground Friends – a lunchtime group supporting younger children in forming friendships.
- Whole school transition Day (new Reception Class children are invited in to school);
- Transition Programmes for Year 6 pupils;
- Transition Programmes for children joining our school mid-term.

### ***Class activities***

- Worry boxes - children can share worries or concerns.
- JIGSAW/PSHE weekly planned lessons
- Year 6 – preparing for SATs (emotionally)
- Meditation/breathing in class

### ***Whole school***

- Assemblies to raise awareness of mental health linking to JIGSAW.
- Children's mental health questionnaires
- Mental Health Week – Whole school focus – What is mental health?
- Healthy Me Week – Promoting 'Healthy body, healthy mind'.

### ***Small group activities may include***

- Nurture groups
- Time to Talk
- SEAL groups run by the Learning Mentors
- Invisible Child Programme
- Junior Mental Health Teams
- Intervention group activities led by MHST (at Daubeney).



## ***Pupil Voice***

'Involving students in decisions that impact on them can benefit their mental health and wellbeing by helping them to feel part of the school, college and wider community and to have some control over their lives. At an individual level, benefits include helping students to gain belief in their own capabilities, including building their knowledge and skills to make healthy choices and developing their independence. Collectively, students benefit through having opportunities to influence decisions, to express their views and to develop strong social networks.' *Public Health England 2021*

Our Federation provide lots of opportunities for student voice such as:

- School council
- Curriculum teams e.g. junior mental health team, literacy team , science team
- Pride of Daubeney
- Peer mediators
- Assemblies lead by children
- Prefects/Ambassadors
- Playground friends
- Opal Team
- Pride Youth Networks

## ***Outdoor Learning:***

Technology and devices are becoming more and more ingrained into our daily lives and it is important we give children rich, educational experiences in the outdoors. Research has proven that being outdoors more can help improve our moods, our **mental health** and our wellbeing.

Teachers have been trained on the importance of outdoor learning and are planning more of their lessons using the outdoors.

To support this, our federation has joined a partnership with Forest School. Hackney Forest School is an innovative outdoor teaching and learning experience, offering rich and varied activities in a natural environment. <http://www.hackneyforestschool.co.uk/web>

We are also two years into OPAL (Outdoor Play and Learning) which is a programme endorsed and supported by Sport England. OPAL's mission statement is "To ensure that every school child has an amazing playtime every day with no exceptions."

Daubeney and Lauriston are OPAL Platinum Schools (July 2023)



We aim to:

- improve well-being
- develop self-regulation
- increase physical activity
- aid social and emotional development
- learn to manage risk
- have FUN!

## **WAMHS and MHST at Daubeney Primary School**

Daubeney are part of the Wellbeing and Mental Health in Schools (WAMHS) project which is an initiative led by the **CAMHS Alliance** with the support of the Children and Young People's Integrated Commissioning work stream in City & Hackney.

This innovative service aims to improve mental health and wellbeing support for children and young people in schools, colleges, specialist and alternative provision education settings in City & Hackney.

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Also in September 2019, City & Hackney became a Trailblazer site for a new initiative from the Government Green Paper on children & young people's mental health.

Educational Mental Health Practitioners (EMHPs), under senior supervision, offer focussed evidence based support to young people and their parents/carers when young people are experiencing difficulties with their emotional wellbeing that might best be managed within a school setting.

The Mental Health Support Team (MHST) works with groups of young people, parents, and where it might be helpful, with parents alone or with their children.

### **How is WAMHS set up?**

- A senior member of school staff as their Designated Mental Health Lead coordinating mental health and emotional wellbeing in the school.
- A Wellbeing Framework Partner, a senior, skilled education professional from Hackney Learning Trust who supports each school to review their current wellbeing and mental health provision and develop an action plan across a number of areas to improve the support systems for mental health and wellbeing in school.
- An allocated CAMHS Worker in School (CWIS), a specialist mental health practitioner from Child and Adolescent Mental Health Services (CAMHS).

The role of the allocated CAMHS Worker in Schools is to provide expert knowledge and support for the school which may include:





- Attending regular planning meetings in schools to support holistic thinking around student wellbeing, mental health and need
- Provide training to increase staff awareness and knowledge in the early identification and support of students' mental health difficulties
- Supporting the development of skills in managing the impact these difficulties can have in a school setting
- Consultation to support further understanding of need in students and advice and support schools' staff in how best to respond to student need
- Whilst the CWIS will not be providing ongoing individual mental health support to students, they will support involvement with appropriate external services so schools feel confident in referring students if needed and if agreed with the student's parent/carer.

### Teaching about mental health and emotional wellbeing



Within the Blossom Federation, children are taught PSHE using the JIGSAW programme. Jigsaw PSHE is a comprehensive and completely original Scheme of Work for the whole Primary School from Nursery to Year 6. It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of work.

Through JIGSAW we teach the knowledge and social & emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

Objectives/Pupil learning intentions: Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose;
- Value self and others;
- Form relationships;
- Make and act on informed decisions;
- Communicate effectively;
- Work with others;



- Respond to challenge;
- Be an active partner in their own learning;
- Be active citizens within the local community;
- Explore issues related to living in a democratic society;
- Become healthy and fulfilled individuals.

**There are 6 Puzzles (half-term units of work) each with 6 Pieces (lessons):**  
*(Links to Mental Health)*

- **Autumn 1:** Being Me in My World – *Transitioning into my new class, feeling happy and safe.*
- **Autumn 2:** Celebrating Differences - *#itisoktobe different (SEND focus)*
- **Spring 1:** Dreams and Goals – *Growth mind-set*
- **Spring 2:** Healthy Me – *Healthy body, healthy mind*
- **Summer 1:** Relationships – *Friends and family who support me with my mental health.*
- **Summer 2:** Changing Me – *Understanding and accepting changes*

### Assessment, Interventions and Support

All concerns are reported to the Designated Safeguarding Lead and recorded. We then implement our assessment system, which is based on levels of need to ensure that children get the support they need, either from within the school or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

<p style="text-align: center;"><b>Need</b></p> <p>The level of need is based on discussions at the regular Inclusion meetings, Review meeting with key members of staff, parents and children.</p>	<p style="text-align: center;"><b>Evidence-based Intervention and Support</b></p> <p>The type of intervention and support provided will be decided in consultation with key members of staff, parents and children.</p>
<p><b>Low need</b></p>	<p><b>General support:</b></p> <ul style="list-style-type: none"> <li>● Class teacher/LSA</li> <li>● Time to Talk</li> <li>● School nurse</li> <li>● Learning Mentors</li> </ul>
<p><b>Some need</b></p>	<p><b>Access to, can include:</b></p>



	<ul style="list-style-type: none"> <li>● In school nurture group</li> <li>● regular Time to Talk</li> <li>● I: I intervention</li> <li>● Invisible Child Programme</li> <li>● Learning Mentors</li> <li>● SEAL (social, emotional aspects of learning) Group</li> <li>● School nurse</li> <li>● Intervention support from MHST (at Daubeney)</li> </ul>
<p><b>High need</b></p>	<p>Access to:</p> <ul style="list-style-type: none"> <li>● Early Help Assessment Framework;</li> <li>● CAMHS referral and assessment;</li> <li>● I : I or family support or treatment;</li> <li>● Other external agency support.</li> </ul> <p><i>If the school and parents agree that an Education Health Care Plan application is needed, then this will be completed by the School's SENCo. (See SEND Policy)</i></p>

## Networking Support

We recognise that when someone is experiencing mental health problems it can be challenging for their friends and staff members who are supporting them. They may want to help them but are not sure the best thing to do and can also be emotionally affected.

Friends/staff members will be supported and given time to talk about how they are feeling and given advice where needed.

We will consider what is helpful for the friends/staff members to know and what they should not be told (to ensure confidentiality), how they can best support, things they should avoid doing/saying which may inadvertently cause upset, supporting them to find useful ways of talking and to recognise the warning signs that show their friend needs help.

**Our Designated Safeguarding Leads receive external half termly supervision.**

The Heads of School and Executive Head receive external coaching termly.



## Involving parents and carers

Our Schools recognise the important role that parents and carers have in promoting and supporting the mental health and wellbeing of their children and in supporting children who have an identified mental health need.

Admissions meetings include a discussion around the importance of healthy minds for learning and we promote this through the Jigsaw curriculum. Parents and carers will be asked to inform the school of any mental health needs their child has and any issues that may impact on their child's well-being and mental health, this could include the parent's mental health. Information will be provided to parents on how they can promote mental health and resilience when the child starts school, through a leaflet.

### Working with all parents

To support all parents, we:

- Organise a range of activities at a universal level, including parent workshops e.g. on protective factors, risk factors and strategies for supporting mentally healthy minds.
- Parent consultations provided by CWIS and MHST (at Daubeney)
- Half termly Safeguarding Newsletter
- Make our mental health policy readily available to parents on our school website.
- Use the school website to sign post parents to information on common mental health difficulties.
- Use the website to sign post parents to services available in school and services available outside of school.
- Ensure parents know who they can speak to if they have concerns about their own child's mental health or a child's friend. Or the parents' mental health
- Include mental health topics taught through JIGSAW on the school website and share information about how parents can extend this learning at home.



## **Working with parents or carers of a child with an identified Mental Health difficulty**

We understand that parents and carers may react in different ways to knowing their child has a mental health difficulty and we endeavour to be both sensitive and supportive.

The Designated Safeguarding Lead will:

- Contact parents or carers and arrange a meeting with them (although there may be some circumstances where this doesn't happen, such as if there has been an identified safeguarding incident).
- Offer information that can be taken away.
- Be available for follow up meetings or calls.
- Explain to parents about how they can help their child.
- Keep parents and carers up to date on interventions / support given to children in school.
- Support parents to access services outside of school, where appropriate.

### Supporting parents and children with parent's mental health needs

We are aware that we need to support parents with their mental health and wellbeing to enable them to support their child/ren.

**Our Federation has developed a range of support for parents, these include:**

- Coffee mornings
- Workshops linking to family wellbeing
- Opportunities to talk with SLT (senior leadership team)
- Referrals to Children's services for family support (with parental permission)
- Access to Learning Mentors
- Referrals to Children Centres

### **Links with other school policies:**

This policy links to our policies on Child Protection & Safeguarding, Medical Needs, Behaviour, SEND and Equalities Policies. Links with the School's 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.



## Appendix - Where to get information and support

### ***For general information and support***

[www.youngminds.org.uk](http://www.youngminds.org.uk) champions young people's mental health and wellbeing  
[www.mind.org.uk](http://www.mind.org.uk) advice and support on mental health problems  
[www.minded.org.uk](http://www.minded.org.uk) (e-learning)  
[www.time-to-change.org.uk](http://www.time-to-change.org.uk) tackles the stigma of mental health  
[www.rethink.org](http://www.rethink.org) challenges attitudes towards mental health

### ***For support on specific mental health needs***

Anxiety UK [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)  
OCD UK [www.ocduk.org](http://www.ocduk.org)  
Depression Alliance [www.depressoinalliance.org](http://www.depressoinalliance.org)  
Eating Disorders [www.b-eat.co.uk](http://www.b-eat.co.uk) and [www.inourhands.com](http://www.inourhands.com)  
National Self-Harm Network [www.nshn.co.uk](http://www.nshn.co.uk) and [www.selfharm.co.uk](http://www.selfharm.co.uk)  
Suicidal thoughts [Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org](http://www.preventionofyoungsuicide.org.uk)

### ***For support linked to mental health and Coronavirus***

<https://www.annafreud.org/coronavirus-support/> - Coronavirus support

<https://www.annafreud.org/coronavirus-support/support-for-parents-and-carers/> Advice for parents and carers

<https://www.place2be.org.uk/our-services/parents-and-carers/coronavirus-wellbeing-activity-ideas-for-families/> Coronavirus – wellbeing activity ideas for families

<https://www.nspcc.org.uk/keeping-children-safe/coronavirus-advice-support-children-families-parents/> Coronavirus – Advice and support for parents

<https://www.youngminds.org.uk/parent/supporting-your-child-during-the-coronavirus-pandemic/> - Supporting a child during the pandemic



<https://www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing/> - Support for mental health problems during coronavirus – for adults

### **Glossary:**

**CAF: Common assessment Framework.** The aims of CAF are to: Provide an assessment tool which can be used by practitioners/professionals in any organisation, service, team or establishment in any sector to support earlier intervention with a child, young person and/or their parents/carers. Improve joint working and communication between practitioners.

**CAMHS: Child and Adolescent Mental Health Services.** CAMHS are the NHS services that assess and treat young people with emotional, behavioural or mental health difficulties.

CAMHS support covers depression, problems with food, self-harm, abuse, violence or anger, bipolar, schizophrenia and anxiety, to name a few. There are local NHS CAMHS services around the UK, with teams made up of nurses, therapists, psychologists, support workers and social workers, as well as other professionals.

**Time to Talk:** Children have the opportunity to talk to an adult in school about something they may be worried about. This could be one session however, if the sessions develop into a regular basis parents will be informed.

**Invisible Child Programme:** Children will have a staff mentor who will spend quality time with them on a weekly basis. Planned activities will take place depending on their individual needs e.g. creating a self-esteem book. Children are identified through inclusion meetings, Time to Talk and information shared with the DSL.