

# Millbrook Primary School



## Wellbeing Policy

Policy Creation & Review	
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## **Introduction**

At Millbrook Primary we work towards positive Emotional Health and Wellbeing for the whole school community. We recognise that children's mental health is a crucial factor in their overall wellbeing and it can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life changing events. 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."

Millbrook is 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, Millbrook 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 give a sense of belonging and community.

A healthy school ensures that when children are unhappy, anxious, traumatised or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and wellbeing and helps pupils to understand their feelings.

## **What is Wellbeing?**

Well-being is the experience of health, happiness, and prosperity. It includes having good mental health, high life satisfaction, a sense of meaning or purpose, and ability to manage stress. More generally, well-being is just feeling well. Our role at Millbrook Primary School is to ensure that children are able to manage times of change and 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."*

## **Facts and Figures**

- 1 in 4 people in the UK will experience a mental health issue at some point in their life. That's 16 million people experiencing issues such as depression, addiction, anxiety and PTSD.
- At any one time, 1/6th of the population will be experiencing a mental health problem. This means that right now there are at least 10 million children and adults having issues with their mental health and well-being.
- If children aged between 5 and 16 do not get the support they need, their problems will get worse. In addition, it is vital that they get help with their issues now, because: 75% of all mental health problems are established by the time someone is 18.
- By not giving children and young people the support they need at a young age, society is allowing their problems to manifest. With the right support at the right time, these problems can be managed and prevented.
- 75% of young people who are experiencing mental health problems are not receiving treatment. This problem is largely caused by a lack of available services. Not only would providing more money for support services benefit young people who are experiencing mental health issues, it would also be a good investment.
- Mental health is the single largest cause of disability in the United Kingdom.
- In terms of causing disability, mental health is a bigger problem than both cancer and cardiovascular disease. Yet treatment for mental health problems is still woefully inadequate.

## **Context and Rationale**

Emotional health and well-being promotes school success and improvement by:

- Contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour and attendance.
- Helping children and staff feel happier, more confident and more motivated.

## **Aims**

- To ensure that children and staff develop happiness and are motivated to gain more out of life.

## **Teaching and Learning**

- Children who are more engaged in the learning process
- Children who can concentrate and learn better
- Improved standards in all subjects, including English and Maths.
- Improved attainment.
- Parents and carers are more involved in school life and the learning.

## **Behaviour and Attendance**

- Children with high self-esteem and confidence.
- Children feel safe to voice their worries and concerns through chill and chat, mentoring or speaking to any member of staff
- Improved attendance.
- Children respond well to the STEPS approach.
- Less behaviour incidents.
- Children complete the restorative approach with confidence.
- Children to use the 'chill and chat' with confidence.

## **Staff Confidence and Development**

- Improved morale.
- Better recruitment level.
- Positive and effective relationships with children, staff, external professionals and parents.
- Courses available for staff to develop new skills.
- Regular team building activities for all staff.
- Inclusive activities for all staff.
- Resources used to empower staff.

## **Resources for Emotional Health and Wellbeing**

Millbrook promotes and provides a range of services for children:

- Our own Mental Health Lead and Deputy.
- Our own Learning Mentor.
- Working towards the 'Healthy Young Minds' Accreditation Kite mark
- Weekly sessions from Safe Place counsellor for targeted children.
- Co-ordinated support from external agencies.
- Nurture group to help support targeted children with their social and emotional needs.
- 'Chill and Chat.'
- The Willow is an area within school to use for calm time.
- Welcome days and transition events.

Millbrook promotes an anti-bullying culture through:

- A strong school ethos, which empowers tolerance and respect, including respect for difference and diversity.
- Mutual respect displayed to children, staff and parents.
- An anti-bullying charter sent out to every family to sign.
- High profile of anti-bullying procedures and policy through assemblies and events such as anti-bullying week and using materials around cyber bullying
- Active listeners, including all staff members and the use of 'chill and chat' and restorative work.

Millbrook promotes and strengthens the child's voice through:

- A democratic process for the election of our School Council, School Ambassadors and our Junior Governing Body representatives.
- Timetabled meetings for the School Council.
- Involving children in interviews for new staff members.
- Opportunities in assemblies

Millbrook promotes the involvement of parents and carers in the life and learning of the school through:

- Parent questionnaires.
- Regular consultation about change and development through questionnaires and special meetings.
- Timetabled Subject Focused meetings, sports and themed days/weeks and concert/music events.
- Involvement in school trips and extracurricular activities.
- Regular communication and involvement over pupil progress, behaviour and pastoral concerns.
- Targeted children and their parents through our Achievement for All programme.

Millbrook will strengthen children's motivation and learning through:

- Consistent support for vulnerable children and those on the SEND register from trained teams which include our SENCO, learning mentor, behaviour mentor, teaching assistants, after school club staff, teachers, SLT and other agencies where appropriate.
- A range of challenging opportunities for the high achievers.
- An exciting and varied range of extra-curricular events and trips.
- Recognising a range of different learning styles.
- Encouraging independence in learning.

Millbrook enhances children's self-esteem and personal development through:

- PSHE and regular Circle time sessions in lessons.
- Encouraged to openly discuss worries, concerns and feelings.
- Opportunities for children to develop leadership skills through our school council, school ambassadors, junior governing body, lunch time monitors and library monitors.
- Opportunities for self-reflection and development through art, music and the Religious Education curriculum.
- A more therapeutic approach, through the STEPS programme, towards behaviour, praise, rewards and consequences.

EYFS and KS1 children will learn through our policy:

- 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.
- To cooperate and problem solve.
- To motivate themselves and persevere.
- How to calm down.
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- Who to go to, if they are worried.
- About different types of teasing and bullying, that these are wrong and unacceptable.
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

KS2 children will learn through our policy to:

- What positively and negatively affects their mental and emotional health (including the media).
- Positive and healthy coping strategies.
- About good and not so good feelings.
- Describe the range and intensity of their feelings to others.
- Recognise and respond appropriately to a wide range of feelings in others.

- Recognise they might be experiencing conflicting emotions and when they might need to listen to their emotions or overcome them.
- Learn about resilience.
- Motivate themselves and bounce back if they fail at something.
- Empathise and be supportive of others.
- Learn about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language); as well as how to respond and ask for help if they are victims of this themselves.
- About the importance of talking to someone and how to get help.

### **Support for Friends**

At Millbrook we recognise that when a child is experiencing mental health problems it can be challenging for their friends, who often want to help them but are not sure the best thing to do and can also be emotionally affected. In the case of eating disorders and self-harm, it is possible that friends may learn unhealthy coping strategies from each other, and we will consider on a case by case basis what support might be appropriate including one to one and group support.

We will involve the child who is suffering and their parents and consider what is helpful for friends to know and what they should not be told, how they can best support, things they should avoid doing/saying, which may cause upset and warning signs that their friend needs help.

We will also make information available about where and how to access information and support for themselves and healthy ways of coping with the difficult emotions they might be feeling.

### **Support for children after inpatient treatment**

At Millbrook we recognise that some children will need ongoing support and the Mental Health Lead and the Mental Health Deputy will meet with children on a regular basis. We are careful not to “label” children with diagnoses without prior and sensitive consultation with family/carers, the SENCO and other relevant professionals.

We have a duty of care to support children and will seek advice from medical staff and mental health professionals on the best way to support children. We will use the STEPS approach to carry out a risk assessment and produce an Individual Risk Management Plan to support children to re-integrate successfully back to school in consultation with the Headteacher.

If a child has had inpatient provision and is transitioning back to school, we will discuss with relevant parties in the school what needs to happen so the transition will be smooth and positive.

Millbrook enhances staff motivation, learning and professional development through:

- Curricular planning time within the school week.
- Whole school training events, including Safeguarding.
- Access to appropriate external training courses.
- Consult all staff in making proposed changes e.g. timing of the school day, frequency of reporting to parents and so on.
- Provision of non-contact time to allow for planning.
- Consultation on training and support needs through appraisal reviews.

## Monitoring/Review

- The governors are committed to reviewing the impact of Millbrook's Wellbeing policy as part of the rolling programme, taking in to account the following policies and aspects:-
  - Behaviour Policy
  - Bullying Policy
  - SEND Policy

## Where to get information and support

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) [www.selfharm.co.uk](http://www.selfharm.co.uk)

Suicidal thoughts Prevention of young suicide UK – PAPYRUS: [www.papyrus-uk.org](http://www.papyrus-uk.org)

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

[www.youngminds.org.uk](http://www.youngminds.org.uk) charity fighting for children and young people's mental health

[www.childrenssociety.org.uk](http://www.childrenssociety.org.uk) support for children's wellbeing