



## **Rainbow Education Multi Academy Trust**

## **Mental Health and Wellbeing Policy**

<b>Policy Number:</b>	
<b>School:</b>	<b>Garston CE</b>
<b>Approval Date:</b>	<b>September 25</b>
<b>Review Date:</b>	<b>September 26</b>

At Rainbow Multi-Academy Trust, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers, wider school community), 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 enhance 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".

Our aim is to ensure that our whole school community:

- develop the protective factors which help build resilience in relation to mental health difficulties.
- are valued, listened to and included.
- have a sense of belonging and feel safe.
- feel able to talk openly with trusted adults about their difficulties.
- promote and value positive mental health and emotional wellbeing.
- learn about what they can do to maintain positive mental health, what affects their mental health.
- is committed to reducing the stigma surrounding mental health issues.
- have access to timely targeted support when needed.

### **Definition of mental health and wellbeing**

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".**

### **Links to other policies.**

This policy links to our policies on Safeguarding, Medical Needs, Anti-Bullying, SEND and Equality. Links with the School's Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

### **Staff roles and responsibilities.**

We believe that all staff have a responsibility to promote positive mental health, and to understand 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 issues, and ensure that children with mental health needs receive the necessary support.

### **School Mental Health Team consists of:**

Mental Health Team Lead - Shona Humphreys

CWSO Trust Lead - Kate Cassim

School Pastoral Team - Clare Wain and Elyshia Davies

FESO Trust Lead - Nichola Stout

School FESO - Gemma Strong

Local Academy Council for Mental Health - Matty Hughson

Designated Safeguarding Lead - Rachel Dean

SENDCO - Steven Glanvill

School PSHE Lead - Sarah Casey

External Mental Health School Team (MHST, Seedling).

The school mental health team work together to:

- Lead and work with other staff to coordinate whole school activities to promote positive mental health and wellbeing.
- Lead on PSHCE teaching about mental health.
- Provide advice and support to staff and organises training and updates.
- Be the first point of contact with mental health services, and make individual referrals to them.

### **Supporting children's mental health and wellbeing.**

Our school has developed a range of strategies and approaches to support children's mental health and wellbeing. These include:

- Campaigns and assemblies to raise awareness of mental health.
- Wellbeing Workers
- Zones of Regulation
- Play Leaders – a group that will play and support younger children at playtime and lunchtime.
- Sensory snack boxes
- Designated calm areas in classrooms.
- Worry boxes - children can anonymously share worries or concerns in class
- Child Wellbeing Support Officers
- Family Engagement Support Officers (FESO's)
- Mindfulness Sessions
- Wellbeing weeks – whole school focus on doing things which make us feel good
- Displays and information around the School about positive mental health and where to go for help and support.
- Nurture groups
- Resilience Training
- Transition Programme to secondary schools which includes all Year 6 children having a mentor to support a smooth transition to secondary school.

### **Adverse Childhood Experiences (ACES) Vulnerable Children.**

As a Trust we recognise that some children may be at greater risk of experiencing poorer mental health, such as children who are:

A Child Looked After (CLA)

Young Carers

Children living with a parent with a mental illness

Children living/or having lived in households where domestic abuse has been present

Asylum Seeking Children

SEND

Child who is bereaved

Parental/carer substance misuse

Children with parents/carers in prison

<https://beaconhouse.org.uk/resources/>

### **Teaching about mental health and emotional wellbeing.**

Through PSHCE we teach the knowledge and social and 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.

Below is the link to our PSHCE Curriculum Overview.

<https://docs.google.com/document/d/1fr5cTCsg-zzyc502VaHhdndBMXS69NT0us8lcrJlhkc/edit?tab=t.0>

### **Identifying, referring and supporting children with mental health needs.**


Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse.

Staff should alert (Mental Health School Lead -Shona Humphreys) without delay if a child is experiencing mental health or emotional wellbeing difficulties.

Possible warning signs include:

- Physical signs of harm that appear repeated or non-accidental
- Changes in eating/sleeping habits
- Increased isolation from friends, family, socially withdrawn
- Changes in activity, interest in hobbies or mood
- Changes in academic interest/progress
- Talking or 'joking' about self-harm
- Expressing feelings of failure, unworthiness, loss of hope etc
- Changes in appearance, weight loss, clothes unkempt
- Unwillingness to get changed or take part in P.E.
- Secretive behaviour
- Absence or lateness to and from school
- Repeated physical pain or nausea with no apparent cause
- Reluctance to go home after school

CAMHS Guidance

 Levels of support framework for schools (1).pdf

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the SENDCo or the Safeguarding Lead and recorded, in order to provide appropriate support to the child.

All disclosures are recorded and held on the pupil's confidential file via CPOMs by the member(s) of staff to whom they disclosed to.

### **Supporting Parents and Carers.**

(Wave document to be developed)

We view parents and carers as part of the 'Team Around the Child' and as such regularly update and liaise with the parents and carers in relation to ongoing support and ways in which school and the family can work together.

To support parents and carers:

- We organise a range of activities such as workshops on supporting mental health and well-being.
- We provide information and websites on mental health issues and local wellbeing and parenting programmes.
- The FESO facilitate inhouse parenting programmes based on a nurture parenting approach.
- When children start school, all parents and carers will be given a timeline of events to complete. This is so that we have a 'back story' for each child.

- Where families are experiencing difficulties they will be signposted to the schools Family Engagement Support Officer who will then if necessary initiate an Family Help Assessment.

We make every effort to support parents and carers to access services where appropriate. Our primary concern is the child, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

We recognise that some parents and carers may prefer a virtual meeting or to meet at an alternative venue as a school setting may be uncomfortable for them.

### **Supporting and training staff.**

We want all staff to be confident in their knowledge of mental health and wellbeing, be able to identify mental health needs early in children and know what to do and where to get help.

REMAT Model -  **REMAT MHWB Approach**

Our whole school approach to mental health is promoted by:

Attachment and Trauma Informed Practice

Inhouse mental health training

Regular information sharing and updates on internal communication channels, display boards

Mental Health First Aid Training

Mental Health School Lead/ FESO will attend CAMHS WSA termly Network Meetings

Staff can access MindEd learning portal (<https://www.minded.org.uk/> )

Staff can access CAMHS bitesize training (<https://www.liverpoolcamhs.com/professionals/trainin/>)

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school. We promote opportunities to maintain a healthy work life balance and wellbeing by offering -

Friendly Faces

Supervision

Peer group support

Access to counselling

Staff surveys/audit in relation to mental health

### **Debriefing Procedure:**

As a Trust we recognise that any child experiencing mental health difficulties can in turn impact upon staff emotional wellbeing. In response to this we have developed a debriefing procedure which aims to support the individual staff member emotionally.

### **Monitoring and Evaluation**

This mental health and wellbeing policy is on the school website and hard copies are available to parents and carers from the school office.

The policy is monitored and reviewed annually by the SENDCo and the Trust Lead Child Well-being Officer and involves staff with a responsibility for mental health, including specialist services supporting the school, SLT and Local Academy Councils.

Review date : September 2026