



Chestnut Lane School

Whole School Mental Health and Wellbeing Policy

Date: October 2024

Review Date: October 2026



Whole School Mental Health and Wellbeing Policy

Definition

“Mental Health is defined as a state of wellbeing in which the individual realises their own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community.” (World Health Organisation)

“Everyone moves up and down the continuum to varying degrees. We all have mental health and some of us have mental health problems.” (Bucks Mind)

At Chestnut Lane School, we have chosen to adopt the 5 Ways to Wellbeing.

5 Ways to Wellbeing

There are five key ways which we can support our wellbeing, which apply to all ages. Bucks Mind explain that the Five Ways to Wellbeing are a *“set of actions that are proven to enhance wellbeing. They are the wellbeing equivalent of ‘five fruit and veg a day’. Taking one of these five invitations to action can really help to protect and improve our wellbeing.”*

Connect

...with family, friends, your community.

Be Active

...go for a walk or a run, join a club, find a new activity.

Take Notice

...of the world around you, explore your local area, go out for lunch with friends.

Keep Learning

...find a course, learn to play an instrument, set a challenge.

Give

...a smile, a hug, some time to help someone.

Further information and activities for each area can be found at:

<https://www.bucksmind.org.uk/wp-content/uploads/Five-Ways-To-Wellbeing.pdf>

Wellbeing Vision

Our school wellbeing vision is 'to ensure a safe environment with wellbeing at the heart, where everyone feels supported, heard, valued and empowered.'

Strategy

At Chestnut Lane School, we aim to promote positive mental health and wellbeing for our whole school community. We pursue this aim using both universal, whole school approaches and specialised, targeted methods aimed at vulnerable individuals. In addition to promoting positive wellbeing, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health and wellbeing policies consistently we can promote a safe and stable environment for everyone.



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We have agreed a long term strategy for mental health and wellbeing. Our long term aims are;

- The children's needs are at the heart of decision making, encouraging their voices, and always listening to them. Everybody at Chestnut Lane School feels happy, included and safe.
- Everyone makes strong progress in their social and emotional development across the curriculum. Providing everyone with the tools to support their own physical and mental health, and to understand their impact on others.
- Personal development skills are built for life, ensuring independence, resilience and self-motivation for the future.
- All staff feel valued and have purpose in their work. They have the freedom to take risks, and are supported and developed to continue to learn and grow, allowing them to be pioneers in inspiring and engaging others.

Objectives

By implementing our strategy, we hope to achieve;

- A culture of valuing everyone through nurturing relationships,
- Greater engagement and involvement across the whole school community,
- High self-esteem and confidence,
- Strong communication across everybody,
- Improved awareness of wellbeing and mental health,
- Independence in regulating own wellbeing through effective strategies,
- A holistic approach, incorporating SMSC and personal development,
- Greater motivation for everyone,
- Improved behaviour and attendance.

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of everyone, staff with a specific, relevant remit include;

Wellbeing Governor	Clare Atkinson
Headteacher	Gemma Rehal
Wellbeing Lead (SLT) - Pupils	Megan Harper
Wellbeing Lead - Staff	Sandeep Sanghera
SENCo	Amba Flitney
Designated Safeguarding Lead (DSL)	Gemma Rehal
Deputy DSL	Megan Harper
Pupil Premium Grant (PPG) LSA	Gayana Gallege

The roles of all members of staff can be found in the Wellbeing Accountability Framework (see Appendix A).



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The Children

Teaching about Mental Health and Wellbeing

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included across our curriculum. The specific content of lessons will be determined by the specific needs of the cohort being taught, but there will always be an emphasis on enabling children to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

Teaching activities include the following...

Universal offer:

- Wellbeing assemblies (including from external partners)
- Developmental PSHE & RSHE curriculum (see PSHE & RSHE policy)
- Circle time activities
- Wellbeing library books and resources
- Scenario cards/role play
- Wellbeing Room
- Wellbeing events, workshops and days to raise awareness
- Classroom displays
- Playground support and friendship games
- Zones of Regulation
- Access to extra-curricular clubs, such as Yoga
- Regular mindful activities
- Weekly wellbeing class sessions
- Pedagogy based on The 7 Features of Effective Practice (see Personal Development policy)

Targeted support:

- Calm corners
- Small group interventions (e.g. social skills, nurture, raising self-esteem, communication, emotional regulation)
- Age-appropriate books and videos for areas such as: bereavement, equality & diversity, inclusion, raising self-esteem, making mistakes, anxiety/worries
- Individual social stories
- Reward systems and positive praise
- Individual coping strategies (e.g. breathing techniques)
- Support for home
- Home-school communication/positivity books
- Personalised plans and programmes

Early Identification & Warning Signs

Early identification of anyone experiencing mental health or emotional wellbeing issues is vital. School staff track all children's wellbeing four times throughout the year to ensure that this is continually monitored. Wellbeing indicators cover four areas: social, emotional, self-confidence and routines and targeted support is implemented where emerging needs are identified (see Appendix B). In addition:

- Open relationships between children, families and school staff are promoted, and sharing concerns is encouraged.



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- Pupil voice opportunities are provided, including gathering views through wellbeing surveys and assemblies.
- Behaviour incidents and attendance is analysed for trends or concerns.
- Leuven scales are used to identify children who need targeted support.
- Pupil Progress meetings cover both the academic and wellbeing needs of all children.
- Regular opportunities, through staff meetings, are available for staff to raise concerns and share information.
- Information is gathered and shared at all transition points.

Any member of staff who is concerned about the mental health or wellbeing of somebody else should speak to the Wellbeing Lead or Headteacher in the first instance. If there is a fear that an individual is in danger of immediate harm then the relevant safeguarding procedures should be followed with an immediate referral to the DSL.

Other possible warning signs in the children, include:

- Physical signs of harm that appear non-accidental
- Changes in eating and/or sleeping habits
- Becoming socially withdrawn and isolated from friends and/or family
- Changes in mood or behaviour
- Lowering of academic achievement
- Decrease in focus and engagement in activities
- Talking or role-playing about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- An increase in lateness to or absence from school

Working with Families

Parents and guardians are often very welcoming of support and information from the school about supporting their children's emotional wellbeing and mental health. In order to support parents we will:

- Highlight sources of information, support and resources in the wellbeing section of our school website, and on our school newsletters.
- Ensure that all parents and guardians are aware of who they can talk to within the school.
- Outline the key role parents and guardians play within our Home School Agreement.
- Make our mental health and wellbeing policy accessible to parents and guardians, on our school website.
- Share ideas about how parents and guardians can support positive mental health in their children through our wellbeing guides, home learning tasks and parent workshops.
- Keep parents informed about the wellbeing topics their children are learning about in school, and share ideas for extending and exploring this learning at home.
- Inform parents and guardians of individual concerns about, or disclosures made by, their child. (See Managing Disclosures & Confidentiality below).



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The Staff

We have signed up to the DfE Education Staff Wellbeing Charter to;

- Prioritise all staff mental health, including protecting leader wellbeing
- Give staff the support they need to take responsibility for their own and others wellbeing
- Give staff a voice in decision making
- Champion and enable flexible working and diversity
- Create a good behaviour culture
- Drive down unnecessary workload and establish clear communications protocols
- Support staff to progress in their careers
- Give managers access to resources to support wellbeing of staff
- Hold ourselves accountable, including by measuring staff wellbeing

For more information see <https://www.gov.uk/guidance/education-staff-wellbeing-charter>

Training about Mental Health and Wellbeing

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive wellbeing for everyone, identify mental health needs, in themselves and others, early, and know what to do and where to get help. Our Wellbeing Lead is a qualified 'Mental Health First Aider' and many other members of staff have completed training in:

- Child wellbeing and mental health
- PSHE & RSHE curriculum and assessment
- Social skills in primary school
- Specific areas such as: anxiety, communication, inclusive environments, bereavement
- Working with parents
- Understanding / managing mental health and workplace wellbeing
- Adult mental health
- Leaders' wellbeing
- PAM Assist: Employee Assistance Program
- Effective flexible working practices in schools

Training opportunities for staff who require more in depth knowledge will be considered as part of the performance management and appraisal processes, and additional continuing professional development (CPD) will be supported throughout the year where it becomes appropriate due to developing situations and needs.

Staff Strategies

We recognise that work / life balance, workload and stress management are all unavoidable realities for the workforce in a school. Therefore, supporting and promoting the mental health and wellbeing of staff is an essential component of our wellbeing vision and strategy. We ensure this through:



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Universal offer:

- Development of a Wellbeing Room, which can be accessed by all throughout the day
- A dedicated Reflection Space available daily for quiet reflection or prayer
- Weekly 'check-ins' with line management, via Pulse 121
- Proactive, open and whole school approach to flexible working
- Flexible working for Planning, Preparation and Assessment (PPA) time and projects
- Additional PPA time for teachers and support staff given during assemblies, to ease workload
- Leave of absence requests considered fairly, and reason-led
- Staff noticeboard to signpost and promote wellbeing strategies and support
- Interactive, positive wellbeing displays such as 'Share a Smile'
- Sharing resources and incentives such as 'The Happy Newspaper' / 'Advent Angels'
- Regular visits from wellbeing support dog
- Qualified Wellbeing Lead and Deputy to talk to throughout the day
- Informal social opportunities safeguarded during break and lunch times
- Access to training programmes and materials, on a range of mental health and wellbeing topics
- Wellbeing surveys with suggestion boxes
- Staff meeting time maximised with agendas set, and a clear outcome achieved
- Annual flu-jabs provided on-site, to promote physical health and wellbeing
- Wellbeing events, workshops and days to raise awareness
- Access to PAM Assist: Employee Assistance Program for all staff

Targeted support:

- Individual action plans set between member of staff and Headteacher
- Adaptations to role made (where possible) to alleviate trigger points
- Referrals to Occupational Health
- Individual coping strategies promoted
- Signposting to professional support through external agencies
- Daily 'check-ins' with SLT / Wellbeing Lead
- Flexible working arrangements

Early Identification & Warning Signs

Early identification of anyone experiencing mental health or emotional wellbeing issues is vital. Regular 'check-ins' with members of the SLT are encouraged, both in-person and virtually via Pulse 121. All performance management and appraisal meetings also include a focus on wellbeing, providing a further opportunity to discuss individual concerns. In addition:

- Open relationships between school staff and governors are promoted, and sharing concerns is encouraged.
- Staff voice opportunities are provided, including gathering views through wellbeing surveys and staff meetings.
- Attendance at work is analysed for trends or concerns.
- Regular opportunities, through SLT meetings, are available for staff to raise concerns and share information.



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- A Wellbeing Governor is in place to ensure the continued monitoring of wellbeing across the school, and report back to the governing body and / or Headteacher.

Any member of staff who is concerned about the mental health or wellbeing of somebody else should speak to the Wellbeing Lead or Headteacher in the first instance. If there is a fear that an individual is in danger of immediate harm then the relevant safeguarding procedures should be followed with an immediate referral to the DSL.

Other possible warning signs in the staff, include:

- Physical signs of harm that appear non-accidental
- Changes in eating and/or sleeping habits
- Becoming socially withdrawn and isolated from colleagues
- Changes in activity, mood or behaviour – e.g. anger, emotional/weepy, impatient, frustrated
- Lowering of work performance
- Over performance / excessive working
- Decrease in focus and engagement in activities
- Talking or joking about self-harm or suicide
- Abusing drugs and alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- An increase in lateness to or absence from work
- Increased prolonged time at work / not wanting to leave
- Repeated physical pain or nausea with no evident cause

For All

Managing Disclosures & Confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to an individual (pupil or staff) who disclose a concern about themselves or a friend. The emotional and physical safety of our children and staff is paramount and staff listen rather than advise.

Staff make it clear that the concern will be shared with the Wellbeing Lead or the DSL, and recorded, in order to provide appropriate support to the individual. Ideally, consent is received from the individual, though there are certain situations related to safeguarding when information will always be shared.

All disclosures are recorded and held in the individual's confidential file. Disclosures include the date, full name of pupil/adult and member of staff to whom they disclosed, summary of the disclosure and next steps.

We encourage all members of staff to share disclosures with the Wellbeing Lead or Deputy in order to safeguard their own emotional wellbeing, as they are no longer solely responsible, to ensure continuity of care and as an extra source of ideas and support. In the case of a disclosure from a child, their parents or guardians would also be informed, as long as there is no evidence that the child would be at risk of harm due to an underlying child protection issue. (See Working with Families above).



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Working with External Services

At Chestnut Lane School we are committed to promoting emotional wellbeing and positive mental health. In June 2022 we were awarded the Wellbeing Award for Schools. Our aim using the 'Wellbeing Award for Schools' pathway was to ensure that wellbeing and mental health continued to sit at the heart of our whole school ethos. Through the award we focused on developing a long-term wellbeing culture for the whole school, involving all stakeholders, to drive change to support the pupils, staff and the whole school community. Evidence for the award can be accessed on our internal school network along with the verification report, and many aspects are shared on our school website.

In 2022 we joined in partnership with Bucks Mind on their EYFS & KS1 Mental Health Awareness Project. Bucks Mind delivered sessions with the children, parent workshops and staff training. The training resources can be accessed on our internal school network, and resources for parents and guardians are shared on our school website.

Signposting & Referral Pathways

We ensure that everyone across our school community is aware of sources of support within school, in the local community and nationally. We display relevant sources of support in our Wellbeing Room, as well as on our school website and through our school newsletter. In addition, we will signpost individuals and families to support as required.

Whenever we highlight sources of support, we will increase the chances of individuals and families seeking help by ensuring everyone understands:

- What help is available
- Who it is aimed at
- How to access it
- Why access it
- What is likely to happen next

Signposting to national contacts/charities for crisis support, general information and support, and support for specific mental health needs can be found in Appendix C.

As part of our targeted provision the school works with external specialist services to support the mental health and wellbeing of our children, staff and families. Referrals will only go ahead with consent, and when it is the most appropriate support for the individual's specific needs. The services can be accessed as below:

Specialist Service	Referral process
Buckinghamshire Mind (Bucks Mind)	https://www.bucksmind.org.uk/services/ Referrals can be made through GP or self-referral.
NHS Health visiting team (including community nursery nurse)	https://www.buckshealthcare.nhs.uk/cyp/pre-school-assessment-and-development/health-visiting/ Referrals can be made through school Wellbeing Lead or SENCo, GP or self-referral.
NHS School nursing team	https://www.buckshealthcare.nhs.uk/cyp/school-years-development/school-nursing/ Referrals can be made through school Wellbeing Lead or SENCo, GP or self-referral.



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Educational psychology traded service	Referrals made via school SENCo.
Community paediatrics and Child and Adolescent Mental Health Service (CAMHS)	https://www.buckshealthcare.nhs.uk/our-services/paediatrics/ https://www.oxfordhealth.nhs.uk/camhs/bucks/ Referrals can be made through school SENCo, GP or self-referral.
Occupational health (Staff)	https://commercial.buckscc.gov.uk/our-services/hr-services/occupational-health/ Referrals made via Headteacher.
Counselling services - PAM Assist (Staff)	https://www.pam-assist.com/telephone-counselling Self-referral.
Buckinghamshire family support service	https://familyinfo.buckinghamshire.gov.uk/familysupport/get-help/ Referrals can be made through school Wellbeing Lead or DSL, social care or self-referral.
Buckinghamshire family learning	https://www.adultlearningbc.ac.uk/family-learning/ Self-referral.

Monitoring & Review

Our whole school mental health and wellbeing policy will be reviewed annually by the Wellbeing Lead, with support from the lead members of staff (as named above) and the SLT. Surveys to all stakeholders will be used regularly to ensure pupil, staff and parent and guardian voices are heard.

The policy will be shared on our school website, and hard copies can be requested from the school office. All external services, working in the school to support pupil or staff wellbeing, will be made aware of this policy to ensure a shared understanding of our vision and strategy.

Links to other Policies

This policy links to the following other school policies:

Anti-Bullying, Anti-Harassment & Anti-Bullying at work (staff), Attendance, Behaviour Policy & Principles, Child Protection, Equalities & Cohesion Policy & Plan, Flexible Working (right to apply), Health & Attendance (staff), Home School Agreement, Homeworking (staff), Leave of Absence (staff), Personal Development Policy, PSHE & RSHE Policy, SEND, School exclusion, Supporting Pupils with Medical Needs.



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Appendix A: Wellbeing Accountability Framework

Role	Responsibility	Reporting
Governors	To provide leadership, governance and management support.	OFSTED, Parents, Community
Wellbeing Governor	To champion on behalf of the governing body and to build links with the Change Team during the Award process.	Governing Body
Headteacher	To provide strategic leadership, model positive behaviour and establish external links for the school.	Governing Body
Senior Leadership Team (SLT)	To support the work of the Change Team and to actively model and promote the culture and vision across the school and in the school development plan.	Headteacher, Governing Body
Wellbeing Lead (& Deputy Wellbeing Lead)	To identify resources and support and to lead the Change Team and other school leads in implementation of the Award.	SLT
Change Team	To implement the Action Plan, provide feedback across the school and ensure the evidence is available to complete the award. To act as reference points and provide leadership to students, staff and parents.	Headteacher, Wellbeing Lead
Bursar	To support the Change Team and the Senior Leadership Team in managing resources and budget implications.	Headteacher, SLT
Teachers	To engage with the Action Plan objectives and to feedback and help shape the implementation tasks.	Key Stage Leads, SLT
Classroom support	To engage with the Action Plan objectives and to feedback and help shape the implementation tasks. To engage with training and development initiatives and contribute to communication and feedback strategies.	Key Stage Leads, SLT
SENCo & Assistant SENCo	To be on the Change Team and to ensure safeguarding, training and support systems are integrated with the Action Plan and implementation of the award.	SLT
DSL & Deputy DSL	To be on the Change Team and to ensure safeguarding, training and support systems are integrated with the Action Plan and implementation of the award.	SLT
Wellbeing Champions	To undertake training and responsibility for the continued support of staff and pupils and to promote the Action Plan objectives.	Wellbeing Lead, SLT
PPG LSA	To liaise with families and signpost to external support. To engage with the Action Plan objectives and to feedback and help shape the implementation tasks. To engage with training and development initiatives and contribute to communication and feedback strategies.	SLT



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Appendix B: How to Use the Wellbeing Tracker - Flowchart

Whole Child Tracker																													
CLASS		EAL Key										Wellbeing Key																	
EAL		Wellbeing										Wellbeing																	
		SEN			EAL				Self-Regulation		Social Confidence		Independence		Managing self (outlets)		General Wellbeing												
Child	Gender	Pupil Premium	Cause for Concern	SEN Support	EHCP	EAL	Listening	Speaking	Reading and Viewing	Writing	Confident about the city	Resilient and can solve problems	Take advantage of activities	Overall	Interacts well with classmates	Respects and engages with adults	Gets on with groups	Overall	Contributes to class discussions	Has a go at challenges in playground	Confident and we pride in work	Overall	Follows instructions straight away	Keeps belongings well organised	Wishes to take responsibility	Overall	General Wellbeing		

Complete wellbeing tracker for all children 4 points in the year.



If flagged as 1 in any area, put interventions in place to support specific need and ensure LSAs are aware to 'check in' regularly. Complete baseline assessment for intervention.



Discuss concerns with parents and provide support for home.
Flag pupil during Pupil Progress meeting.



After 6-8 weeks complete intervention impact assessment. If progress made during interventions and home/school support, then continue to track through wellbeing tracker.

If area remains a concern then signpost to appropriate external resources or agencies.



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Appendix C: Where to get information and support

Crisis Support

- **Samaritians** Phone: 116 123 (free 24/7) www.samaritans.org
- **SaneLine** Phone: 0300 304 7000 (6pm-11pm)
- **Shout Text** Shout to 85258 (free 24/7 text service)
- **Mind** Phone: 0300 123 3393

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 e-learning
- www.time-to-change.org.uk tackles the stigma of mental health
- www.rethink.org challenges attitudes towards mental health
- www.together-uk.org working alongside people with mental health issues
- Hub of Hope App - services, helplines and support available in your area
- www.actionforhappiness.org practical action research and resources

For support on specific mental health needs

- 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 and www.selfharm.co.uk
- Suicidal thoughts Prevention of young suicide UK – PAPYRUS www.papyrus-uk.org