Mental Health and Emotional Wellbeing policy

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Why mental health and wellbeing is important
At St Luke's Church of England Primary School, we aim to promote positive mental health and wellbeing for our whole school community, all children, all staff, all parents, and carers.

As a school we recognise how important mental health and emotional wellbeing is to all our lives in just the same way as physical health.

The children's school career is supported by a nurturing school environment where safety, support and trust are embedded in our school culture. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

School is in a unique position to support children and we understand that some children go through difficulties and face significant life events. Our role in school is to ensure that children can manage times of change and stress, and that they are supported to be aware of their potential and access help when they need it.

We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

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

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults or peers about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Kindness and respect are promoted

'Mental Health is everyone's responsibility'



This is all in harmony with our principal school values, which determines everything that we do

at St Luke's and our ambition of ***'Hearts overflowing with truth and love'***.

In addition to children's wellbeing, we recognise the importance of promoting staff and parent/carer mental health and wellbeing.

Purpose of the policy

This policy sets out:

- How we promote positive mental health needs
- How we identify and support children with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health needs
- Key information about some common mental health needs.
- Where parents, staff and children can get further advice and support.

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."***

Mental health and wellbeing are not just the absence of mental health needs. We want all children 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.
- Learn and achieve.

'Mental health is a condition like any other like hayfever or asthma' (Year 3)

'Mental health is how you feel – the state of your mind' (Year 5)

'You need to care for your brain and your body' Maisie (Year 4)

'Mental Health is about the quality of functioning, thriving, relating, and participating to an extent that makes life enjoyable and manageable'

St Luke's staff Member

The Impact of poor mental health

Poor mental health can impact on all areas of our life.

Impacts



Body

Muscle tension, tension headaches, clenched jaw, rapid heartbeat, nervousness, panicky, irritability, poor concentration



Mind

Mood swings, impatience, loss of concentration, frustration, anger indecision, tight chest, stomach churning, heart racing, trembling



Social

Bossiness, abrasiveness, curt speech, withdrawn, avoiding contact with others, uncommunicative

We asked our school councillors for their views and this what they said:

'It changes the way you see yourself and the way you think'

(Year 5)

'You could break down out of nowhere'

(Year 5)

'It can stop you getting up'

(Year 4)

'Always feeling sad'

(Year6)

How the policy was developed and who was consulted

The development of this policy was collaboratively led by our Senior Mental Health Lead/Psychological Psychotherapist, Community Cohesion Officer and in conjunction with our Mental Health First Aiders, children, staff, parents, and carers. A series of consultations were held to gather the views of the whole school community:

- The school council gave their views on what mental health is, how it impacts children, what we already do at school to support mental health, their wellbeing and what further support would be helpful.
- Parents and carers shared their understanding of what mental health is, useful strategies they use, and what further support would be helpful.
- Mental Health First Aiders identified key information that needed to be included in this policy.
- Staff provided feedback to a staff Mental Health awareness evaluation form and discussed the draft policy at a staff meeting

In developing this policy, we have taken account of:

- Children and Young People's Mental Health: State of the Nation 2016.
- Education, Education, Education, Mental Health 2016 (secondary).
- Promoting children and young people's emotional health and wellbeing, Public Health England 2015.
- Preparing to teach about mental health, PSHE Association 2015.
- Mental Health and Behaviour in Schools, DfE 2014.
- Supporting children with medical conditions, DfE 2014.
- The Special Educational Needs Code of Practice, DfE 2014.

Links to other policies

This policy links to our policies on Safeguarding, Medical Needs, Equality-Objectives, Anti-Bullying and SEND. Links with our 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.

A whole school approach to promoting positive mental health
A mentally healthy school is one that adopts a whole-school approach to mental health and wellbeing.

At St Luke's we use a whole-school approach which involves all parts of the school, working together and being committed. It requires partnership working between senior leaders, teachers, and all school staff, as well as parents, carers, and the wider community.

Developing an inclusive positive ethos and culture – where everyone feels that they belong is how a whole school approach is created. It involves working with families and making sure that the whole school community is welcoming, inclusive, and respectful.



This means maximising children's learning through promoting good mental health and wellbeing across the school – through the school's values, curriculum, early support for pupils, staff-pupil relationships, effective leadership, and a commitment from everybody.

In addition to the 5 key areas, we also focus on the following aspects:

1. Creating an ethos, policies 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 learners.

4. Teaching children social and emotional skills and an awareness of mental health.

5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.

6. Effectively working with parents and carers to pursue suitable outreach and support concerning mental health needs of their children and families.

7. Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health. We therefore aim to create an open and positive culture that encourages discussion and understanding of mental health.



Staff roles and responsibilities, including those with specific responsibility
We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional support and all staff should have the skills to look out for any early warning signs of mental health needs. Staff are aware of internal referral routes for early intervention and the support they need.

All staff understand about risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health need, death, and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

Our SMHL, SENCO, Community Cohesion Officer, Psychological Therapist, along with our ELSA trained staff, and Mental Health First Aiders:

- Lead and work with all staff to coordinate whole school activities to promote positive mental health and wellbeing.
- Lead on wellbeing activities with pupils in 1:1 and group sessions addressing mental health.
- Provide advice, support to staff, have wide ranging knowledge of agencies, and organise training and updates.

We recognise that many behaviours and emotional needs can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families. The school operates in a multi-disciplinary capacity maintaining links with mental health agencies.

Sources of relevant support include:

- Our Senior Leadership Team
- Our Safeguarding/Child Protection Lead and safeguarding team
- Our Community Cohesion Officer who is a source of support for our families
- The LA Educational Psychologist

- Our Psychological Therapist provides 1:1 therapy sessions and group work to children who are referred to explore complex social, emotional, and mental health needs. Works with staff and parents to understand and embed therapeutic support.
- Our ELSA (Emotional Literacy Support Assistants) who work on social, emotional, and well-being needs 1:1 and with small groups.
- Our Phase Leaders co-ordinate effective application of a mental health aware curriculum.
- School support staff trained to recognise and manage mental health needs of our children, including trained Mental Health First Aiders.
- Our SENDCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children with social, emotional and mental health needs.
- Our School Nurse provides health and development checks.

Supporting children's positive mental health



We believe school has a key role in promoting children's positive mental health and as well as supporting mental health needs. Our school has developed a range of strategies and approaches including:

Pupil-led activities:
- Peer mediation using Restorative Practice – children working together to solve problems and planned sessions where identified adults support and guide the discussion
- Circle time sessions - enabling children to raise topics for discussion and resolution.

Transition programmes:
- Transition Programme to secondary schools which includes all Year 6 children having class teacher support a smooth transition to secondary school
- Small group Secondary Transition Programme – sessions tackling children's key concerns and problem solving facilitated by familiar adults including a year 6 staff member, Speech and Language Therapist, SENCO and school Psychological Therapist

- 1:1 support from the Psychological Therapist
- BASS Secondary Transition Programme tailored to individual transitional needs.

Small group activities:
- Friendship group- a group intervention to help promote resilience, empathy, and social skills
- Talk about – a small group intervention with Teaching Assistant to improve children's communication skills around turn taking, dealing with issues, resolving conflict
- ELSA – 1:1 and small group intervention promoting social skills, emotional literacy and understanding

Class activities:
- Specified feedback - tasks, duties, progress, or things they have done and are personally proud of are highlighted and celebrated
- Worry boxes - children can anonymously share worries or concerns which can be explored with the class teacher
- Circle times to help children learn personal, social, and emotional, communication and problem-solving skills.

Whole school:
- Displays and information around the school about positive mental health and where to go for help and support
- Zones of regulation
- Trauma informed practice
- Restorative practice
- Growth mindset – a can do attitude, a positive way of thinking that you may not be able to do something 'yet' but will learn to.
- Termly circle time for staff to discuss any ongoing concerns and promote positive mental health and wellbeing

Teaching about mental health and emotional wellbeing
The curriculum is provided with awareness of the importance of using all opportunities to promote and communicate regarding mental health and wellbeing. Across the curriculum "Big Questions" relating to our school values, and encompass Change/resilience, celebrating differences & raising aspirations are integrated into learning.

Through PSHE 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 needs.

EYFS & Key Stage 1 children learn:
- 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.
- Speaking up and being heard
- Accepting and celebrating differences

Key Stage 2 children learn:

- 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.
- To describe the range and intensity of their feelings to others.
- To recognise and respond appropriately to a wide range of feelings in others.
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- About resilience.
- How to motivate themselves and bounce back if they fail at something.
- How to empathise and be supportive of others.
- About change, including transitions (between Key Stages and schools), loss, separation, divorce, and bereavement.
- assertive - speaking up and being heard
- Accepting and celebrating differences
- About the importance of talking to someone and how to get help.

We do this through delivery of the Jigsaw Curriculum, which we tailor to the needs of our children. You can find more information about our approach to teaching PSHE in the PSHE policy. We ensure we deliver all statutory points from the RSE curriculum, including those which specifically relate to mental wellbeing. See Appendix 5 for further information.

Identifying, referring, and supporting children with mental health needs

Our approach:

We encourage our whole school community to talk about mental health needs openly so that we can remove the stigma that has surrounded mental health for so long.

We rely heavily on an open and transparent environment, built on mutual trust and respect to support our whole school community when a mental health need is identified. We seek advice from external services to complement what our school can offer.

- We provide a safe environment to enable children to express themselves and be listened to.
- Ensure the welfare and safety of children are paramount.
- Identify appropriate support for children based on their needs.
- Involve parents and carers when their child needs support.
- Involve children in the care and support they have.
- Monitor, review and evaluate the support with children and keep parents and carers updated.

Early Identification:

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to enable early intervention as we know this supports the best outcome for children and young people. We do this in different ways including:

- Staff report concerns about individual children to the relevant lead persons.
- SDQ - Strengths and difficulties questionnaire used to discuss a child's mental health needs *(See Appendix 3)*

- Worry boxes in each class for children to raise concerns which are checked by the Class Teachers and Mental Health Lead (these are anonymous but give an indication of needs in a particular class regularly).
- Pupil Progress Review meetings
- Termly SEND meetings
- Regular meetings for staff to raise concerns, including fortnightly safeguarding meetings.
- Gathering information from a previous school at transfer to facilitate consistent care.
- Parental meetings
- Enabling children to raise concerns to any member of staff. Pupil Voice is important and valued at St. Luke's.
- Designated Mental Health First Aiders that are highly trained to look out for the early warning signs of mental health issues and effectively signpost staff, parents and children.
- Encouraging parents and carers to raise concerns to any member of staff.

Staff at St Luke's School have had training on adverse childhood experiences, trauma, understanding low mood and anxiety, as well as different mental health needs (see Appendix 2) and signs that indicate a pupil is experiencing difficulties in relation to their mental health. Any member of staff concerned about a pupil will take this seriously and talk to the SENCO or Psychological Therapist.

Some of the signs might include:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Not wanting to attend school.
- Expressing feelings of failure, uselessness, or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive, or displays of challenging behaviour which could include problems with attention or hyperactivity. This may be related to difficulties at home, difficulties with learning, peer relationships or development.

If there is a concern that a pupil is in danger of immediate harm, then the school's child protection procedures are followed.

If there is a medical emergency, then the school's procedures for medical emergencies are followed.

Disclosures by children and confidentiality

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 recorded and shared with the Safeguarding Lead, SENCO, Psychological Therapist, or Head Teacher and when necessary, their parents or carers, to provide appropriate support to the pupil.

All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Assessment, Interventions and Support
All concerns regarding social, emotional and mental health are discussed by the appropriate members of staff to assess the level of support the child or young person requires. These members of staff include, the SENCO, the School psychological Therapist, safeguarding team, Senior Leadership Team, ELSA TA's and class teachers and support staff. Our aim is to put in place interventions as early as possible to prevent problems escalating, this may include referrals to external specialist services.

Need The level of need is based on discussions with key members of staff and includes the voice of the caregivers and children.	**Evidence-based Intervention and Support** The kinds of intervention and support provided will be decided in consultation with key members of staff, parents, and children.	**Monitoring** How we measure the impact and usefulness of interventions.
Highest need	• CAMHS-assessment. • Boxall and/or Psychological Psychotherapy assessment. • 1:1 or family treatment, consultation with outside agencies. • 1:1 treatment with school's Psychological Therapist • Parent work with school's Psychological Therapist Where the school, professionals and/or parents conclude that a statutory education, health, and care assessment is required, we refer to the SEND policy and SEND School Information Report. Children receiving this level of support will join our SEND register.	All children needing targeted individualised support will have this recorded on a Class SEND Support plan. This sets out: • The needs of the children and how they are presenting • How the pupil will be supported • Actions to provide that support • Any specific requirements This information will also be on a Pupil Passport that all school staff have access to in order to fully understand the children's needs. Children and parents/carers will be involved in the creation of pupil passports and planning for their SEND support. The plan and interventions are monitored, reviewed, and evaluated to assess the impact. This is overseen by the SENDCO.
Some need	Access to: • school's Psychological Therapist • ELSA trained staff • Educational Psychologist • small group interventions • Transition group. Children receiving this level of support will join our SEND register.	Combination of record keeping, reviews and Evidence Based measuring tools. Parents/carers, Staff and pupils are involved in reviews and evaluation.

Low need	General support e.g. class teacher/TA and school nurse.	Liaison with parents, SLT and Safeguarding team

Supporting school staff

General support is offered by all staff including our MHFA. Staff are encouraged to speak to their line manager and SLT will always support if further referrals to specialist services are needed such as CAMHS, Occupational health or the member of staff's own GP practice.

Supporting Families

If we become aware of a parental mental health need then we will always seek to work directly with the parent and either refer onto the borough's Early Help team, provide information about/signpost to relevant CAMHS services, or directly refer to their local GP practice.

Our Community Cohesion Officer will continue to work with the family to support them.

Working with specialist services to get swift access to the right specialist support and treatment

In some case a pupil's mental health needs including anxiety, depression, self-harm and eating disorders may require support from a specialist service.

We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the children' Individual Care Plan.

School referrals to a specialist service will be made by the SENDCO following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil's specific needs.

Main Specialist Service	Referral process
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP, or self-referral
Educational Psychologist	Accessed through referral by the school/SENDCO
Behaviour and Attendance Support Service (BASS)	Accessed through referral by the school/SENDCO
For children with Autism - Phoenix Outreach Service	Accessed through referral by the SENDCO or named in child's EHCP.

SEND and mental health
Social, emotional and mental health is a recognised area of need in the SEND Code of Practice (DfE, 2014). It is an identified barrier to a child's learning as persistent mental health needs may lead to children having significantly greater difficulty in learning than the majority of those of the same age.

Involving parents and carers

Promoting mental health:
We recognise the vital role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children who do have mental health needs. The school community successfully engage with our Community Cohesion Officer amongst other staff.

In our interactions with Parents, we support their understanding of mental health. They are encouraged to share examples of useful strategies that help to improve their mental health.

As children join the school, in any year group, we ask parents to inform us of all health and social emotional needs. We also ask parents to inform us of any issues that they think might have an impact on their child's mental health and wellbeing. It is extremely helpful if parents and carers can share information with the school so that we can better support their child from the outset. All information will be treated in confidence.

To support parents and carers:

- We organise a range of monthly support sessions on different topics in school
- We facilitate parental workshops including the 'Strengthening Families, Strengthening Communities', a highly regarded programme that impacts positively on parenting and family wellbeing.
- At St. Luke's we are pleased to be part of Tower Hamlets Education Wellbeing Service (THEWS).

  THEWS focus on children's wellbeing, specifically if the child is experiencing anxiety or displaying challenging behaviour. THEWS offer 1:1 intervention with parents, group work with children and workshops for parents, carers, and children.

- We provide information and websites on mental health issues, importance of sleep and routines, local wellbeing, and parenting programmes. The information also includes who parents can talk to if they have concerns about their own child or a friend of their child, and where parents can access support for themselves.
- Information provided includes the mental health topics that are taught in the PSHE curriculum section, available on the school website.

Supporting parents and carers with children with mental health needs:
We are aware that parents and carers react in different ways to knowing their child has been referred for mental health support and we will be sensitive and supportive. We also aim to reassure by explaining that mental health needs are common, that the school has experience of working with similar issues and that help, and advice are available.

When a concern has been raised, the school will:

- Contact parents and carers and arrange to meet with them
- Offer information to take away and places to seek further information
- Be available for follow up calls.
- Make a record of the meeting.
- School, parents/carers and specialist services agree on a care plan including clear next steps.
- Discuss how the parents and carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.

Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves.

We give children the option of informing their parents and carers about their mental health needs for themselves or accompanying and supporting them to do so.

We make every effort to support parents and carers to access services where appropriate.

Our primary concern is the children, 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.

Involving children
We seek pupil's views through our school council and class discussions about our approach, curriculum, and in promoting whole school mental health activities.

Every year group incorporates different models of mental health movement and meditation across the school week adapted to the children's ages.

We always seek feedback from children who have had additional support to help improve that support and the services they received. Children actively promote and express their views to improve mental health and emotional wellbeing.



Supporting and training staff
We want all staff to be confident in their knowledge of mental health and wellbeing. We promote positive mental health and wellbeing, staff identify mental health needs early in children and know what to do and where to get help. We have staff who are 'Mental Health First Aiders' and have completed two and four-day courses on mental health first aid.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing, such as wellbeing breakfasts to promote a sense of togetherness and a place to talk. We also organise social events that promote and develop team building.

Staff also have access to Tower Hamlets Education Support Partnership, which provides advice and counselling services through the Employee Assistance Programme. We also do annual staff wellbeing surveys to gather staff opinion on wellbeing and their own mental health.

In addition, we have a staff 'appreciation station' in the staffroom. We follow the 'Ten ways to support school staff wellbeing' suggested by the Anna Freud centre *(see Appendix 4).*

We have a virtual Staffroom (on Microsoft Teams), we share positive, uplifting, and motivational quotes with all staff. We also use this platform as a social group and virtual staffroom where we recommend good books, films to watch etc.

Monitoring and Evaluation

The mental health and wellbeing policy is on the school website and hard copies are available to parents and carers from the school office. All mental health professionals are given access to a copy before they begin working with the school as well as external agencies involved in our mental health work. The policy is monitored at an annual review meeting led by the Inclusion Lead and involves children and staff with a responsibility for mental health, including specialist services supporting the school and governors.

Key Staff:

Designated safeguarding Lead:

Jessica Dewan

Deputy Designated Safeguarding Lead:

Christine Collins, Calum Howard, Fiona Treasure, Absana Begum

SENCO:

Jessica Dewan

SMHL/Psychological Therapist:

Fiona Treasure

Community Cohesion Officer:

Christine Collins

ELSA TA's:

Steve Hammond, Ashley Canaway

Named Governor with lead on mental health:



Appendices

Appendix 1: Specific mental health needs most seen in school-aged children
For information see Annex C Main Types of Mental Health Needs Mental Health and Behaviour in School DfE March 2016

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2/

Annex C includes definitions, signs and symptoms and suggested interventions for

- Anxiety (including panic attacks, phobias, and Obsessive Compulsive Disorder (OCD)
- Depression
- Eating Disorders
- Substance Misuse
- Self-Harm

Appendix 2: Where to get information and support

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 www.selfharm.co.uk/

Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org/

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

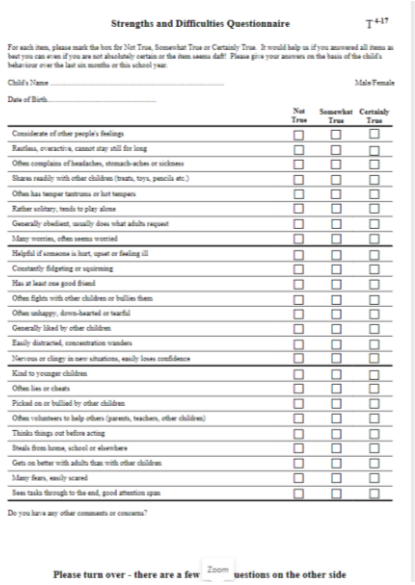
www.minded.org.uk/ (e-learning)

www.time-to-change.org.uk/ tackles the stigma of mental health

www.rethink.org/ challenges attitudes towards mental health

Appendix 3: Strengths and difficulties questionnaire used to discuss a child's mental health needs

[All Staff - SDQ questionnaires - All Documents (sharepoint.com)]



Strengths and Difficulties Questionnaire T 4-17

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months or this school year.

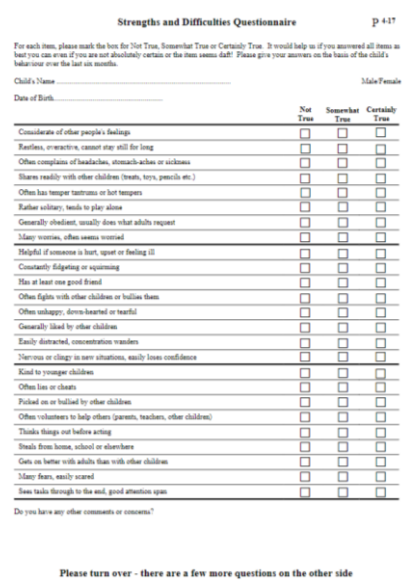
Child's Name ..... Male/Female

Date of Birth .....

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	☐	☐	☐
Restless, overactive, cannot stay still for long	☐	☐	☐
Often complains of headaches, stomach-aches or sickness	☐	☐	☐
Shares readily with other children (treats, toys, pencils etc.)	☐	☐	☐
Often has temper tantrums or hot tempers	☐	☐	☐
Rather solitary, tends to play alone	☐	☐	☐
Generally obedient, usually does what adults request	☐	☐	☐
Many worries, often seems worried	☐	☐	☐
Helpful if someone is hurt, upset or feeling ill	☐	☐	☐
Constantly fidgeting or squirming	☐	☐	☐
Has at least one good friend	☐	☐	☐
Often fights with other children or bullies them	☐	☐	☐
Often unhappy, down-hearted or tearful	☐	☐	☐
Generally liked by other children	☐	☐	☐
Easily distracted, concentration wanders	☐	☐	☐
Nervous or clingy in new situations, easily loses confidence	☐	☐	☐
Kind to younger children	☐	☐	☐
Often lies or cheats	☐	☐	☐
Picked on or bullied by other children	☐	☐	☐
Often volunteers to help others (parents, teachers, other children)	☐	☐	☐
Thinks things out before acting	☐	☐	☐
Steals from home, school or elsewhere	☐	☐	☐
Gets on better with adults than with other children	☐	☐	☐
Many fears, easily scared	☐	☐	☐
Sees tasks through to the end, good attention span	☐	☐	☐

Do you have any other comments or concerns?

Please turn over - there are a few [Zoom] uestions on the other side



Strengths and Difficulties Questionnaire P 4-17

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months.

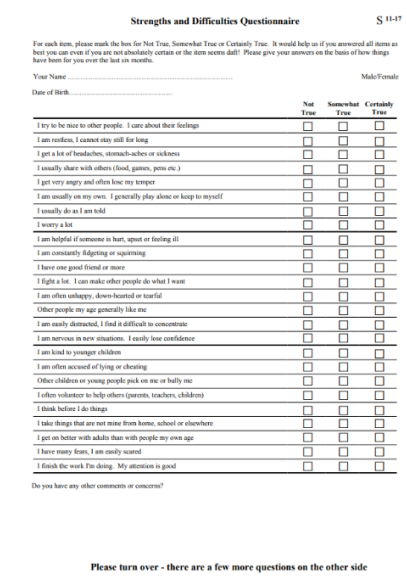
Child's Name ..... Male/Female

Date of Birth .....

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	☐	☐	☐
Restless, overactive, cannot stay still for long	☐	☐	☐
Often complains of headaches, stomach-aches or sickness	☐	☐	☐
Shares readily with other children (treats, toys, pencils etc.)	☐	☐	☐
Often has temper tantrums or hot tempers	☐	☐	☐
Rather solitary, tends to play alone	☐	☐	☐
Generally obedient, usually does what adults request	☐	☐	☐
Many worries, often seems worried	☐	☐	☐
Helpful if someone is hurt, upset or feeling ill	☐	☐	☐
Constantly fidgeting or squirming	☐	☐	☐
Has at least one good friend	☐	☐	☐
Often fights with other children or bullies them	☐	☐	☐
Often unhappy, down-hearted or tearful	☐	☐	☐
Generally liked by other children	☐	☐	☐
Easily distracted, concentration wanders	☐	☐	☐
Nervous or clingy in new situations, easily loses confidence	☐	☐	☐
Kind to younger children	☐	☐	☐
Often lies or cheats	☐	☐	☐
Picked on or bullied by other children	☐	☐	☐
Often volunteers to help others (parents, teachers, other children)	☐	☐	☐
Thinks things out before acting	☐	☐	☐
Steals from home, school or elsewhere	☐	☐	☐
Gets on better with adults than with other children	☐	☐	☐
Many fears, easily scared	☐	☐	☐
Sees tasks through to the end, good attention span	☐	☐	☐

Do you have any other comments or concerns?

Please turn over - there are a few more questions on the other side



Strengths and Difficulties Questionnaire S 11-17

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.

Your Name ..... Male/Female

Date of Birth .....

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	☐	☐	☐
I am restless, I cannot stay still for long	☐	☐	☐
I get a lot of headaches, stomach-aches or sickness	☐	☐	☐
I usually share with others (food, games, pens etc.)	☐	☐	☐
I get very angry and often lose my temper	☐	☐	☐
I am usually on my own. I generally play alone or keep to myself	☐	☐	☐
I usually do as I am told	☐	☐	☐
I worry a lot	☐	☐	☐
I am helpful if someone is hurt, upset or feeling ill	☐	☐	☐
I am constantly fidgeting or squirming	☐	☐	☐
I have one good friend or more	☐	☐	☐
I fight a lot. I can make other people do what I want	☐	☐	☐
I am often unhappy, down-hearted or tearful	☐	☐	☐
Other people my age generally like me	☐	☐	☐
I am easily distracted, I find it difficult to concentrate	☐	☐	☐
I am nervous in new situations. I easily lose confidence	☐	☐	☐
I am kind to younger children	☐	☐	☐
I am often accused of lying or cheating	☐	☐	☐
Other children or young people pick on me or bully me	☐	☐	☐
I often volunteer to help others (parents, teachers, children)	☐	☐	☐
I think before I do things	☐	☐	☐
I take things that are not mine from home, school or elsewhere	☐	☐	☐
I get on better with adults than with people my own age	☐	☐	☐
I have many fears, I am easily scared	☐	☐	☐
I finish the work I'm doing. My attention is good	☐	☐	☐

Do you have any other comments or concerns?

Please turn over - there are a few more questions on the other side

Appendix 4: Further ways in which we promote staff Wellbeing

[10 steps for school staff wellbeing | School staff wellbeing ideas | Supporting staff children's mental health | Anna Freud Centre]



Appendix 5: The statutory RSE Curriculum statement about mental wellbeing, and where these are covered by our Jigsaw Curriculum.

Mental wellbeing

Pupils should know: (from statutory document)	**Where this is covered in our curriculum (Jigsaw)**
that mental wellbeing is a normal part of daily life, in the same way as physical health.	Y2, Sp2, L2 – relax Y6, Sp2, L5 – mental health Y6, Sum 1, L1
that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Y4, Sp1, disappointment Y3, Sp2, L5 Y2, Sp2, L2 Y6, Sp2, L6 – stress Y6, Sum 1, L2 YR, Sum 2, L5 and 6 – worries Y1, Sum 2, L6
how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	YR, Sum 2, L5 and 6 – worries Y1, Sum 2, L6 Y2, Sp2, L2 Y4, Sp2, L2 + 3 peer pressure Y6, Sp2, L5 and 6 stress Y6 – Sum 1
how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	YR, Sum 2, L5 and 6 – worries Y1, Sum 2, L6 Y3, Sp2, L5 Y4, Sp2, L2 and 3 peer pressure Y6, Sp2, L5 and 6 stress Y6, Sum 1
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	YR, Sp2, 1 and 2 exercise Y6, Sp1, 4 and 5 make a difference Y3, Sp2, L1 Y6, Sum1, L2 Y6, Sp2, L6 stress
simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Y6, Sp2, L6 stress Y6, Sum 1, L2 Y2, Sp2, L2 Y5, Sp2, L4- body image Y6, Sp2, L5
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Autumn 2 bullying
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Autumn 2 bullying

where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Y6, Sp 2, L5 mental health first aid team Y6, Sp2, L6 stress Y6, Sum 1, L1 and 2
it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	Y6, Sp2, L5 – mental health Y6, Sum 1, L1