

This assignment will focus on what schools and local authorities do to ensure the well-being of their pupils, the essay will look at legislation, policy, best practice and theories relating to well-being. The essay will firstly define both mental health and well-being which will show the differences between them, secondly, then the essay will look into research stating that well-being in children are essential, the essay will then discuss John Bowlby 1907 and Mary Ainsworth 1913 thirdly, it will look into contemporary issues such as Bullying and Self harm among children, and the policies relating to it such as bullying, and self-harm policies. Fourthly, the essay will look at the needs of individual's by exploring Maslow's 1908 theory and lastly, prior and current legislation that focus on well-being.

"Mental health and well-being is defined as a state of well-being in which every individual realizes 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." (World Health Organisation, 2014).

Well-being refers to an individual's physical, intellectual, emotional and social health. (University of California, 2014). Similarly, The Welsh Government has stated that well-being can be spilt up into eight different aspects of an individual's life such as,

"protected from abuse, harm and neglect, having education, training, sport and play, positive relationships with family and friends, being part of the community, having a social life and enough money to live a happy life, and having a good home." (Welsh Government, 2015).

Healthy Young Minds 2018 state children and young people aged 5 to 16 years old are 10% more likely to have a mental health problem that can be confirmed by a doctor or someone who specialises in mental health (Healthy Young Minds, 2018). Throughout generations, many years have been spent on researching the importance of well-being in children, John Bowlby 1907 states that in the early stages of life, a child needs to be securely attached to the parent or guardian. He comments that to do this, children need to maintain five key characteristics they are, proximity maintenance, safe haven, secure haven, secure base and separation distress. (John Rowe and Ann Mitchel, 2013 page 30) To simplify, he believed that in order for children to progress well, they must be near the person they are bonded to. When fear occurs, they must return to their parent/guardian, which acts as a safety net to develop attachment effectively. Furthermore, referring to John Bowlby's 1907 attachment stages he states that children must be in a proximity maintenance to the parent or guardian, encouraging the child to explore their immediate setting. To complete, he reports that by a parent/guardian leaving the child, they will feel sad and angry causing separation anxiety which can follow them into adulthood for example, an anxiety disorder (Simply Psychology, 2007).

In team work with John Bowlby's 1907 research, sometime later Mary Ainsworth 1913 added on the attachment theory. Her work uncovered the affects that attachment has on an individual's behaviour, her work determined that people can be securely attached and insecurely attached. Similarly, to John Bowlby's 1907 research, Mary Ainsworth's 1913 studies revealed that attachment can have a long-lasting impact on a child's mental health and well – being that can further into to life. For example, she states that being insecurely attached can result in behaviour like such as, destructive to themselves or other people, unable to give or receive affection from others and abnormally clingy. (John Rowe and Anne Mitchel 2013. page 30).

Proven from John Bowlby's 1907 and Mary Ainsworth's 1908 research on attachment, they state that types of attachment can impact a child's behaviour in school and at home for example, Tia Panfile Murphy 2017 noted that 'individuals with secure attachments to parents and peers are less likely to be bullies and victims of bullying.' (Murphy, T.P. et all.. 2017). The national institute of health carried out research referring to bullying that showed that children and young people who are bullied or are the bully are more likely to suffer with mental health problems. For instance, depression. (NICHD, n.d).

All schools must comply with the governments regulations on policies within schools (gov.UK,2014) For example, a anti bullying policy: protecting individuals well-being, whilst enhancing their learning within a positive environment. (Queen Elizabeth High School, 2016) The school define bullying as 'Wilful, conscious desire to hurt, threaten and frighten another.' Additionally, they state that bullying manifestations include any of the following: Cyber bullying, social exclusion, threats, physical assault, extortion, racial and sexual harassment (Queen Elizabeth High School, 2016. page 5). Furthermore, the school acknowledges the affects bullying has on well-being for instance, side effects include: withdrawal, depression, and self-harm. The school expresses the long-term impact of bullying results in a failure of school work, and attendance. (Queen Elizabeth High School, 2016. page 5)

In the UK children's, and young people's mental health problems are increasing more and more. (Mental Health Foundation, 2018). It is not uncommon for that age group to be diagnosed with mental health (well-being), and mental illnesses. Mental illnesses range from; mood disorders, anxiety disorders psychotic disorders, concurrent disorders and personality disorders (Work Mental Health Promotion, 2018). The mental health foundation 2018 discloses that 50% of mental health issues are recognised by age 14, this shows how important mental health awareness needs to be in schools as this is a vulnerable period in a child's life. (Mental Health Foundation, 2018).

In today's world, a barrier to a child's and young people's mental health is self- harm. The Daily Mail 2012, report that ChildLine received a higher percentage of calls compared to previous years

specifically regarding self-harm. Additionally, the NHS 2015 describe self-harm as 'when somebody intentionally damages or injures their body. It's usually a way of coping with or expressing overwhelming emotional distress'. (NHS,2015)

Citizen's Information state expand on a school's duty of care to their pupils, is to notice and take legal action to guarantee their mental health and well-being. Employees of the school have a duty of care to notice the declining health of a pupil, for example, if a pupil experience short or long-term damage to their physical, emotional, intentional and social needs it should be reported and dealt with effectively (Citizen's Information, 2015).

Sidcot School 2015 have a policy named 'The school's medical and safeguarding policy' (Sidcot, 2015) They state that their main aim referring to the protection of children, and young people is

"To recognise any form of self-harm or mutilation, to understand that self-harming is almost always a symptom of some underlying emotional or psychological issue, to put in place a framework of intervention and to be alert to the possibility that self-harm may arise from a history of abuse" (Sidcot, 2014)

They expand on the NHS's 2015 description on self-harm, they comment that self-harm can include both visible and invisible signs such as - 'cutting themselves, scratching themselves, burning or scalding their body, banging and bruising themselves, scrubbing or scouring their body, deliberate bonebreaking, punching themselves, sticking things into their body, swallowing inappropriate object or liquids, taking too many tablets (overdose), biting themselves, pulling their hair or eye lashes out and attempting to terminate an unwanted pregnancy.' (Sidcot, 2014 page 1).

As part of their duty of care, the school must follow the policies in place to ensure their well-being is protected from the factors that may affect it negatively rather than positively (Citizen Information, 2015). The school's policy also says that to reduce the risk of ill mental health, the school have two points to follow firstly, a comfortable, welcoming setting and secondly awareness and supporting organisations of that have awareness on contemporary issues in today's world for instance, Childline (Sidcot, 2014 page 3). In order to achieve best practice, the school have numerous policies regarding the safeguarding and protection of children. Furthermore, many policies come hand in hand for example a medical, treatment, eating disorder, sexual health and an anti-bullying policy. However, putting the policies into practice will decide whether it is effective or not (Sidcot, 2014 page 3).

The self-harm policy states that if an individual does any physical harm to themselves, it is required to contact an emergency ambulance for the pupil and a medical assessment will be recommended. It also says that it is important that their parent or guardian is contacted immediately due to the nature of the situation. (Sidcot, 2014 page 4). Although, whilst the school is attempting to break

down the barriers to an individual's health and well-being, the young child may think about confidentiality differently to their teachers such as, a child will confide in an adult if they know it will remain between the people discussing it. So, following the procedures could build barriers even higher due to a child's, or young person mistrust in the adult. (Sidcot, 2014 page 4).

"Society as an organism, and just like an organism, each component plays a necessary part, but none can function alone, and one experiences a crisis or fails, other parts must adapt to fill the void in some way." (ThoughtCo, 2018).

In society we are taught from a young age how to behave, we learn from laws that are put into place to ensure that there are rules and regulations to follow in a manner that is fair for all. Changing Minds 2018 state that children between the ages of zero and seven are influenced by their family, they will learn norms and values. This is an important part of socialisation due child's view being formed of society. (Changing Minds, 2018) Furthermore, they also say that young people aged eight to thirteen look to model themselves after members in society which makes them vulnerable due to peer pressure to fit in for instance, they could be bullied into breaking the law (Changing Minds, 2018).

The Welsh Government comment that well-being has eight dimensions they are;

'Making sure you have your rights, being physically, mentally and emotionally happy, you are protected from abuse, harm and neglect, having education, training, sport and play, positive relationships with family and friends, being part of the community, having a social life and enough money to live a happy life, and having a good home.' (Welsh Government, 2015)

The Children's Act 1989 was introduced and put into place by the law to protect children covering safeguarding, their well-being and to promote their welfare. In practice, these legislations are updated regularly to ensure the best possible service (Legislation.gov, n.d). In London 2000, a horrifying case of an eight-year-old girl named Victoria Climbié came to light after she died by the abuse of her guardians (Gov.UK, 2003.page 13). Her death led to a public inquiry and changes were made in child protection policies, in the UK changing it to the Children's Act 2004. Following this, that Act has now been rewritten to what we now know as the Social Services and Well-Being Act 2014 that especially gave Wales a new method. (Legislation gov, n.d).

If factors that affect a child's well-being are not eliminated, then this will result in how the child will behave at school examples of this can be shown through failure of homework, poor attendance and neglect for instance, lack of hygiene and engagement in school and home related activities (The Children's Society, 2016 p8).

The Social Services and Well-being Act in Wales was passed in 2015. Their goal is to focus on the improvement of people who need care and support and improving social services in Wales. The principles include: firstly, voice and control secondly, prevention and early interventions thirdly, well-being and lastly, co-production (Social Care Wales, 2017).

Maslow's 1908 theory, named the hierarchy of needs which can be categorised into 5 levels. The levels report what humans need in order to survive which starts by the basic needs being physiological namely, air, water, food, shelter, sleep, clothing, and reproduction. The next level being safety needs this include, stability of property and employment, security of health, and freedom from fear (Simply Psychology, 2017). Next comes love and belongingness needs, which are friendship, intimacy, trust, acceptance, feeling part of a group, and giving and receiving love. Following on to esteem needs dignity, achievement mastery, independence the desire for reputation or respect from others; e.g. status, prestige and lastly self-actualization to reach their full potential (Simply Psychology, 2017).

Referring to the Social Services and Well-being Act 2014 and its principles, it interlinks with Maslow's 1908 hierarchy of needs by identifying things that can affect an individual's well-being. However, the new act emphasises an individual's independence for example, it ensures that their voice is heard, and they have control over their care (Social Care Wales, 2017). This will enable the service users to gain self-esteem, meeting tier 4 of Maslow's theory positively. As a result, the individual will gain confidence, and ability to influence life events. Additionally, the individual will progress onto the final stage of the theory, which is self-actualization. (Simply Psychology, 2017).

There had been a growing need for healthcare provisions in Wales, attempts to combat this issue that has been allocated to the government, the local authority and schools. As a result, the government has created legislation referring directly towards an individual's mental health and wellbeing, the schools have provided appropriate counselling services, welfare officers and specific policies in place for the protection of children and young people. Referring to the Social Services and Well-Being Act (Wales) 2014, the law urges early prevention with the merge of services is supported by research carried out by John Bowlby 1907 and Mary Ainsworth 1913.

The lack of awareness sounding an individual's mental health and well-being among teachers, peers, policy makers, police, the government, and families has been proven to affect an individual's wellbeing greatly as there are the child's main influencers at a troubling time in their life. However, the invention of the Social Services and Well-being Act (Wales) in 2014, and the Future Generations Act 2015 reveals that all professionals essential to an individual's well-being will be required to engage in the appropriate provisions, courses and the continuous learning on an individual's mental

health and well-being. Better support for children and young people will prevent the diagnosis of low mental health in both childhood and later on in their life.

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