



Stoneydelph Primary School

Mental Health and Emotional Wellbeing Policy

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1.0 Policy statement

At Stoneydelph Primary School we are committed to promoting positive mental health and emotional wellbeing to all pupils, their families and members of staff and governors. Our open culture allows pupils' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

2.0 Scope

This policy is a guide to all staff - including non-teaching and governors - outlining Stoneydelph Primary School's approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies.

3.0 Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and pupils.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in pupils.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to pupils with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst pupils and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

4.0 Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of pupils, however key members of staff have specific roles to play:

- Pastoral Staff - Claire Bevan
- Designated Safeguarding Lead - Esther Parsons, Caroline Hall, Kate Devitt, Claire Bevan
- SENCO - Kate Devitt, Sharon Garlick
- Mental Health First Aid Champion - Esther Parsons, Claire Bevan
- PSHE Coordinator - Jonathon Madhoo

If a member of staff is concerned about the mental health or wellbeing of a student, in the first instance they should speak to any Designated Safeguarding Lead.

If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed.

If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

5.0 Individual Care Plans

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals. Schools Liaison and Family Support Officer (Claire Bevan) to co-ordinate completion of Individual Care Plans.

Suggested elements of this plan include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency
- The role the school and specific staff

6.0 Teaching about mental health

The skills, knowledge and understanding our pupils need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE (Jigsaw) curriculum and Relationships and Sex Education Curriculum/policy.

We will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing> Incorporating this into our curriculum at all stages is a good opportunity to promote pupils' wellbeing through the development of healthy coping strategies and an understanding of pupils' own emotions as well as those of other people.

Additionally, we will use such Jigsaw lessons as a vehicle for providing pupils who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting pupils to support any of their friends who are facing challenges. See Section 14 for Supporting Peers

7.0 Signposting

We will ensure that staff, pupils and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (noticeboards, common rooms, toilets etc.) and through our communication channels (Class Dojo, newsletters, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure pupils understand:

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

8.0 Sources or support at school and in the local community

School Based Support - Please see the Universal and targeted offer for all CAT schools in Appendix 1

Local Support

In Staffordshire, there are a range of organisations and groups offering support, including the CAMHS partnership, a group of providers specialising in children and young people's mental health wellbeing. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation.

More information can be found on the Staffordshire County Council Website

[Mental health and wellbeing - Staffordshire County Council](#)

Staff support

Staff who are experiencing mental health or wellbeing issues may access support from Employee Assistance Programme (Health Assured). Professional Growth coaching conversations should always begin with a wellbeing check-in. Online referral forms can be completed for SLT to be alerted to mental health and wellbeing concerns regarding staff.

9.0 Warning Signs

Staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert Esther Parsons or Claire Bevan.

Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing - e.g. long sleeves in warm weather

- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

10.0 Targeted support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We work closely with school nurses and their teams in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of pupils who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working closely with Staffordshire County Council Children’s Services, CAMHS and other agencies services to follow various protocols including assessment and referral;
- Identifying and assessing in line with the Early Help Assessment Tool (EHAT), children who are showing early signs of anxiety, emotional distress, or behavioural problems;
- Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Care Plan as the first stage of a ‘stepped care’ approach;
- Providing a range of interventions that have been proven to be effective, According to the child’s needs;
- Ensure young people have access to pastoral care and support, as well as

specialist services, including CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;

- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality;
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

11.0 Managing disclosures

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures should be recorded confidentially on the student's MyConcern online personal file, including:

- Date
- Name of member of staff to whom the disclosure was made
- Nature of the disclosure & main points from the conversation
- Agreed next steps

This information will be shared with Designated Safeguarding Leads.

12.0 Confidentiality

If a member of staff feels it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will be first discussed with the student. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained from the student first, however, there may be instances when information must be shared, such as pupils up to the age of 16 who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents must always be informed, but pupils may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/carers.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

13.0 Whole school approach

13.1 Working with parents/carers

If it is deemed appropriate to inform parents there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place - some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present - pupils, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agree are added to the pupil's record and an Individual Care Plan created if appropriate.

13.2 Supporting parents

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

14.0 Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the student who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset

- Warning signs that their friend needs help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

15.0 Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep pupils safe. A nominated member of staff will receive professional Mental Health First Aid training or equivalent.

We will host relevant information on our website for staff who wish to learn more about mental health.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our Professional Growth process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more pupils.

Where the need to do so becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with Claire Bevan or Esther Parsons who can also highlight sources of relevant training and support for individuals as needed.

16.0 Policy Review

This policy will be reviewed every two years as a minimum. The next review date is January 2024.

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Esther Parsons - Headteacher and Mental Health Lead.

Any personnel changes will be implemented immediately.



Pupil/Studentⁱ Mental Health and Well-being Provision in CAT Schoolsⁱⁱ

Universal Offer/Provision

As part of our wider safeguarding approach, all Community Academy Trust schools are committed to providing the following for all of our students/ pupils:

- A Mental Health lead member of staff
- A dedicated Mental Health and wellbeing section on the school's websiteⁱⁱⁱ
- Promotion of mental health support and coping strategies via screens/boards around school
- Proactive and timely support for parents with concerns about the mental health of their child
- PSHE - mental health is addressed as part of the curriculum in each year group with a focus on wellbeing themes such as being different, resilience, perseverance, loneliness and growth mindset.^{iv}
- An annual review of mental health and to identify key areas for development of support^v
- Student Mental Health Lead/Student Wellbeing Lead to represent students on the whole school student committee, to 'champion' mental health/wellbeing and to help promote physical activity as a 'stressbuster'^{vi}
- PE curriculum - good mental health is supported in each year group via opportunities to engage in wellbeing and mindfulness activities such as yoga and dance
- Opportunities are regularly taken to highlight links between healthy eating and a healthy mind
- Training is provided for all staff on how to identify and support students with mental health issues, including provision of relevant support resources
- At least one member of staff is trained in mental health first aid
- A 'go-to' person is available for every child every day, providing the opportunity for them to share concerns/worries
- A mid-year 'every child check-in' discussion and/or questionnaire is completed to take whole school 'mental health temperature', ensuring the school can respond accordingly.
- The school will maintain an up-to-date curriculum provision map of where mental health and wellbeing is addressed across the curriculum, identifying opportunities where it can be added and emphasised
- A confidential e-mail/messaging service or a worry box is in place to encourage more reticent children to request initial support, promoted in an age-appropriate manner to all students^{vii}
- High quality, child centred teaching for all is in place so that no child is left behind
- An ethos is established and maintained where the profile of Mental Health awareness is high, emphasising the message that 'it's good to talk' and engaging in interrelated events such as World Mental Health Day, Anti-bullying Week, Children's Mental Health Week, Safer Internet Day
- The school has a restorative practice approach to addressing behaviour issues so that wherever possible children can take responsibility for their actions and repair relationships, thereby easing reintegration with their peers

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- Regular assemblies celebrate success and reinforce the characteristics of effective learning such as perseverance, concentration, pride, willingness to ‘have a go’, developing own ideas etc.



Targeted Offer/ Provision

In addition to all of the above, as deemed appropriate:

- Access to a trained counsellor (internal or external) or an adult mentor for a specified number of sessions to support the mental health of identified students
- Referral to the school nurse for further support for students through the NHS
- Formal referral to relevant class teachers/tutors to allow them to further support individual students in their groups
- Maintain an action planning record, which is completed with the student (and parents as appropriate) to ensure personalised support is available^{viii}
- Attendance support is provided for those struggling due to Mental Health issues
- Early Help referrals are available for those needing additional support
- Use of Boxall Profile assessments, Strength and Difficulties Questionnaires, or similar tools for early identification of concerns and to inform the planning of effective interventions
- Occasional use of small group or one to one learning sessions
- Close liaison with a range of external agencies who can offer in-school support
- Signposting to relevant external agencies and apps for out of school hour support eg Kooth, Calm Harm app, Young Minds, Mind, Childline, Young Carers etc.
- Personal daily check ins and discussion opportunities if needed, with a key member of staff
- “Time out” arrangements for those who need space to calm or reflect during the school day
- Feelings trackers/diaries used to record their emotions each week, for later reflection
- Opportunities to practise relaxation techniques during or at the end of the day
- Age-appropriate resources are available for students to support their own wellbeing journey including books, therapeutic colouring resources etc.
- Opportunities to engage with mindfulness colouring activities
- Opportunities to learn about positive thinking, growth mindset and the power of ‘YET’
- Opportunities to develop their own toolkit of strategies to help lower anxiety levels and address their own identified needs
- Permission to bring in / use a comforter item to aid home/school transition.
- Close liaison between the school’s SENCO and the class teacher, pastoral and/or mental health lead or with a parent directly to identify any significant SEND or Social, Emotional or Mental Health Needs.



Specialised Offer/Provision

In addition to access to the above, where applicable:

- Specialised staff training via a rolling programme with a focus on meeting current need in the school such as suicide prevention training, supporting children with eating disorders, addressing self-harm, etc.
 - Liaison with specific GPs /consultants/ nurses - to share concerns and agree multi-agency support approaches
 - Referrals to external agencies to support the mental health of specific students and their families, as necessary. Schools will liaise with any number of professional agencies as appropriate such as:
 - Social Services - Early Help, Family Support Service
 - Educational Psychologist
 - CAMHS
 - Bereavement specialists
 - RELATE
 - SARAC
 - Victim Support
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