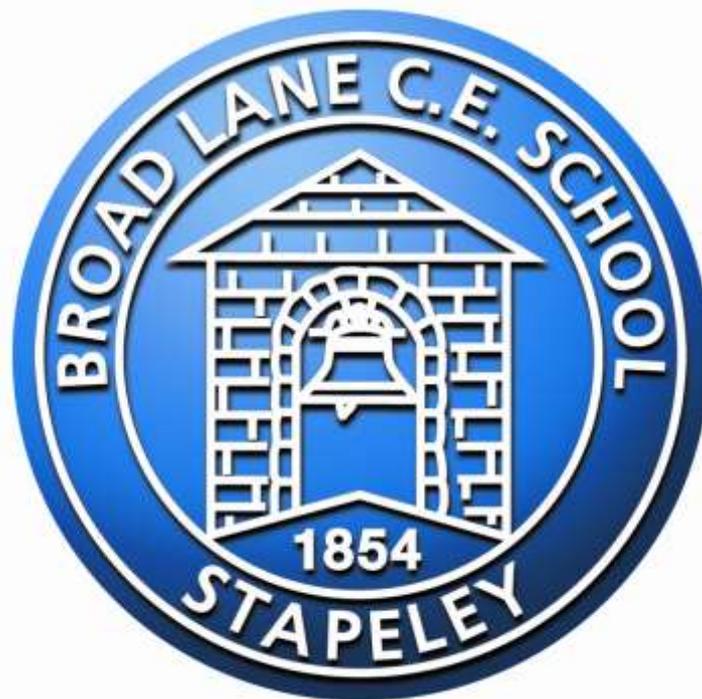


Stapeley Broad Lane CE Primary School

Emotional Resilience, Wellbeing and Mental Health Policy



Approved by: Governord

Date: February 2024

Last reviewed on:

Next review due by: February 2027

Policy Statement

'Mental health is a state of wellbeing 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.' (World Health Organisation)

Stapeley Broad Lane CE Primary School believes that every member of the school community has the right to be themselves, feel safe, valued and respected, and that each person is treated fairly and equally. We are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a loving Christian ethos, where each individual's contribution is encouraged and valued. Through our school, we foster trust, mutual respect and a clear sense of community. We aim to enrich and nurture the whole child in preparation for life in the 21st century. We know that everyone experiences life challenges that can make us vulnerable and, at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

Scope

This policy is intended for all stakeholders and should be read in conjunction with the school's Supporting Children with Medical Needs Policy and Special Educational Needs and Disability (SEND) Policy in cases where pupils' mental health needs overlap with these.

The Policy Aims to:

- Support and develop emotional resilience and wellbeing in staff and pupils
- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to pupils suffering mental ill health and their peers and parents or carers

We pursue these aims using both whole-school approaches and specialised, targeted approaches aimed at vulnerable pupils and staff.

We promote a mentally healthy environment through:

- Promoting our school's Christian values and encouraging a sense of belonging
- Providing opportunities to reflect through My Happy Mind, reflective prayer corners, collective worship, circle time and celebration assemblies
- Providing high-quality personal, social, health and economic education (PSHE) throughout the curriculum.
- Teaching approaches to mindfulness
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Access to appropriate support that meets individual needs

- Developing staff knowledge and expertise in emotional wellbeing and mental health through continuing professional development and training
- Access to dedicated Emotional Literacy Support Assistants (ELSA) working across the school
- Support for pupils going through recent difficulties including bereavement and family upheaval
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties.

Lead Members of Staff

Whilst all staff have a responsibility to promote the emotional resilience, wellbeing and positive mental health of pupils, staff with a specific, relevant remit include:

- Jen Holden - Designated Safeguarding Lead/ Staff Mental Health Lead
- Matt Beeston - Deputy Designated Safeguarding Lead/Mental Health Lead/SENDCo
- Sarah Ailsby - Deputy Designated Safeguarding Lead/Staff Mental Health Lead
- Sam Herbert-Jackson/Victoria Wright – Emotional Literacy Support Assistant (ELSA)
- Natalie Newson - PSHE leader

Any member of staff who is concerned about the mental health or wellbeing of a pupil should record their concerns on CPOMS in the first instance. These concerns are discussed and monitored in fortnightly pastoral management meetings. If there is a fear that the pupil is in danger of immediate harm then the normal safeguarding and child protection procedures should be followed with an immediate referral to the designated safeguarding lead or the head teacher. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by Matt Beeston the Deputy Designated Safeguarding Lead and SENDCo.

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our PHSE Curriculum.

All year groups cover three main themes:

- Health and Well-Being
- Relationships
- Living in the Wider World

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

Our Scheme of Work follows the [PSHE Association Guidance](#)¹ to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Early Identification of Need

The school has a variety of different approaches for identifying individual pupils or group needs through:

- Staff discussions
- Discussions with parents
- Midday assistant observations and communication with class teacher
- Communication with before and after-school clubs
- Circle time approaches or 'circle of friends' activities.
- Managing feelings resources e.g. 'worry boxes'
- PSHE Curriculum School staff may also become aware of warning signs which indicate a child is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these signs should share their concerns with the Mental Health and Emotional Wellbeing/SENDCo.

Warning Signs

School staff may become aware of warning signs which indicate a pupil 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 communicate their concerns via CPOMS.

Possible warning signs include:

- Changes in eating or 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
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause

It is important to note that any change in the usual behaviour or presentation of a pupil may indicate poor mental health and this should be considered as a possible explanation.

Adverse childhood experiences (ACEs) and other events that impact pupils'

The balance between risk and protective factors is disrupted when traumatic events happen in pupils' lives, such as the following:

- Loss or separation: This may include a death in the family, parental separation, divorce, hospitalisation, loss of friendships, family conflict, a family breakdown that displaces the pupil, being taken into care or adopted, or parents being deployed in the armed forces.

- Life changes: This may include the birth of a sibling, moving house, changing schools or transitioning between schools.
- Traumatic experiences: This may include abuse, neglect, domestic violence, bullying, violence, accidents or injuries.
- Other traumatic incidents: This may include natural disasters or terrorist attacks. Some pupils may be susceptible to such incidents, even if they are not directly affected. For example, pupils with parents in the armed forces may find global disasters or terrorist incidents particularly traumatic. The school supports pupils when they have been through ACEs, even if they are not presenting any obvious signs of distress – early help is likely to prevent further problems. Support may come from the school’s existing support systems or via specialist staff and support services.

SEND

The school recognises it is well-placed to identify SEND at an early stage and works with partner agencies to address these needs. The school’s full SEND identification and support procedures are available in the SEND Policy.

Where pupils have certain types of SEND, there is an increased likelihood of mental health problems. For example, children with autism or learning difficulties are significantly more likely to experience anxiety. Early intervention to address the underlying causes of disruptive behaviour includes an assessment of whether appropriate support is in place to address the pupil’s SEND. The headteacher considers the use of a multi-agency assessment for pupils demonstrating persistently disruptive behaviour. These assessments are designed to identify unidentified SEND and mental health problems, and to discover whether there are housing or family problems that may be having an adverse effect on the pupil.

The school recognises that not all pupils with mental health difficulties have SEND. The graduated response is used to determine the correct level of support to offer (this is used as good practice throughout the school, regardless of whether or not a pupil has SEND).

All staff understand their responsibilities to pupils with SEND, including pupils with persistent mental health difficulties.

The SENCO ensures that staff understand how the school identifies and meets pupils’ needs, provides advice and support as needed, and liaises with external SEND professionals as necessary

Confidentiality

We should be honest with regard to the issue of confidentiality. If it is necessary for us to pass our concerns about a pupil on, then we should discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a pupil without first telling them and/or their parent. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and/or a parent; in line with our safeguarding and child protection policy and where there is a risk of harm to the pupil themselves or others.

It is always advisable to share disclosures with a colleague, usually Designated Safeguarding Lead and deputy. This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the pupil, it ensures continuity of care in our absence; and it provides an extra source of ideas and support. We should explain this to the pupil and discuss with them who it would be most appropriate and helpful to share this information with.

Parents must always be informed if there is considered to be a risk to the young person or others, in line with usual safeguarding procedures. Pupils may choose to tell their parents themselves.

If a child gives us reason to believe that there may be underlying safeguarding or child protection issues, the Designated Safeguarding Lead, Jen Holden, must be informed immediately and recorded on CPOMs

Partnership Working with Parents/Carers

In situations where a child or young person presents differently across home and school environments, school adults and parent/carers should work in partnership to address such differences to enable the child's needs to be appropriately met within a particular environment. We recognise that parents know their children best and all concerns will be acted upon. Best practice approaches should be shared and promoted between parents/carers and school adults. In order to support parents, we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support e.g. through parent forums.
- Ensure that all parents are aware of who to talk to if they have concerns about their child
- Share ideas about how parents can support positive mental health in their children.

Parents can get mental health and wellbeing information via:

- The Mental Health and Wellbeing Policy available on the school's website or from the School Office
- Contacting the class teacher or Emotional Wellbeing team
- The Children & Young People's Out of Hours Advice Line on 01244 397644 (Children and Adolescent Mental Health Services known as CAMHS).
- Resources and books for children in the ELSA room.

Early Action and Support

The school uses the Graduated Response to identify children with additional behaviour/social emotional needs, address any learning and training needs, and put appropriate strategies in place without waiting for a formal diagnosis.

In the first instance, a referral form and assessment questionnaire would be completed by the class teacher/parent and passed to the SENDCo who will decide the best way forward in collaboration with the ELSAs. (See Appendix A - Wellbeing Pathway) In response to the identification and targeting of support for children's needs, a cycle of assess, plan, do and review will be followed as illustrated in Appendix 2. A programme of support will be planned to suit the child's individual needs and regularly reviewed at least every 6 weeks. This may include a series of sessions with the school's Emotional Literacy Support Assistants (ELSA). If a child does not make progress as expected, with parent's consent, school may make a referral to the community paediatric team, or consult with the appropriate agency, providing all the relevant information including professional reports.

Emotional Support for Individuals or Groups

ELSAs help children and young people learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them. Parents are encouraged to have an informal chat with the ELSA to provide some helpful background knowledge about their child.

ELSAs cover a variety of emotional issues such as:

- Loss and Bereavement
- Self-esteem
- Social skills
- Emotions
- Friendship issues
- Relationships
- Anger management
- Behaviour
- Anxiety
- Bullying
- Conflict

Useful coping strategies include:

- Relaxation techniques
- Lego therapy
- Next step

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 in order to enable them to keep children safe. Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional training will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils. Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health. ELSA staff receive annual supervision which ensures they have the most up-to-date and current information needed.

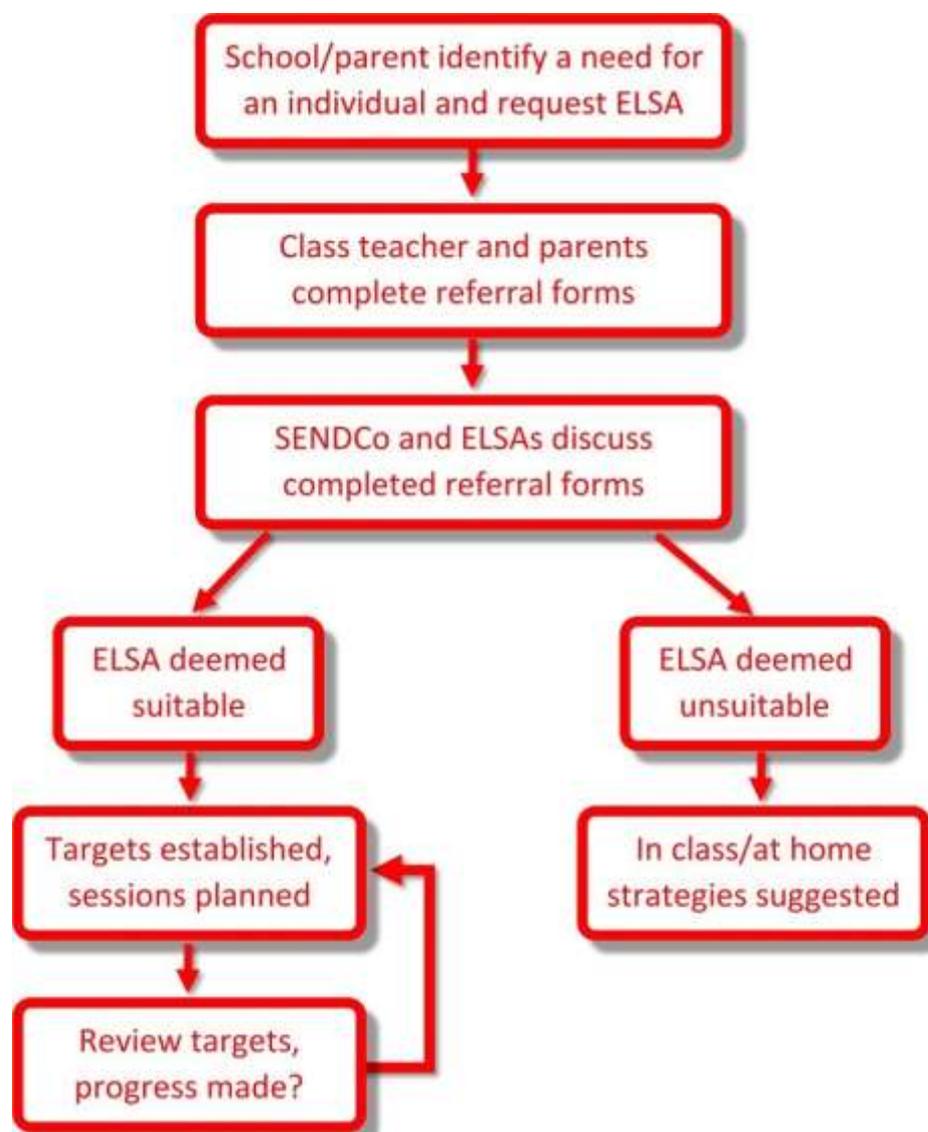
Policy Review

This policy will be reviewed every 3 years as a minimum. It is next due for review in February 2027.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. This policy will always be immediately updated to reflect personnel changes.

Appendix A:

Wellbeing support pathway



Appendix B:

Assess, Plan, Do, Review

