

Mental Health and Emotional Wellbeing Policy

Policy Statement

At Hatch Warren Infant School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood. At our school 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.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of self-worth through taking responsibility for themselves and others.
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs.
- Taking part in 'Wellbeing week' or and Child's Mental Health Week.

We pursue our aims through:

- Universal, whole school approaches-to meet the needs of all our pupils through our overall ethos and wider curriculum.
- Additional support-for pupils who may have short term needs and those who may have been made vulnerable by life experiences such as bereavement.
- Targeted support-for pupils who need more differentiated support and resources or specific targeted interventions aimed at pupils with more complex or long term difficulties including attachment disorder.

Scope

This policy should be read in conjunction with our supporting children with medical conditions policy and our SEND policy in cases where pupil's mental health overlaps with these. This policy should also be read in conjunction with policies for Behaviour, Anti-bullying and the RSE policy. It should also sit alongside child protection/safeguarding procedures.

Lead Members of Staff

Sue Boorman - Headteacher/Designated Safeguarding Lead/SENDCo/Designated Teacher/Mental Health First Aider

Jo Padfield - Deputy Headteacher/Designated Safeguarding Lead

Lauren Odgers-Emotional Literacy Support Assistant

Louise Weston-Deputy Designated Safeguarding Lead/Mental Health Lead/PSHE Coordinator

Sam Flodman - Deputy Designated Safeguarding Lead

We also have a named Mental Health and Wellbeing Governor.

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy, resilient and safe are included as part of our PSHE curriculum. We follow the SCARF programme. Our topics are broken down into the following headings:

- Me and My Relationships
- Valuing Difference
- Keeping Safe
- Rights and Respects
- Being My Best
- Growing and Changing

Targeted Support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or activities
- Charter rewards
- Growth mindset
- Managing feelings resources eg 'worry monsters' and 'feelings charts'
- Primary Group Work/Mental health and wellbeing groups
- ELSA Support groups (including friendships, bereavement, separation, sleep, behaviour)
- Therapeutic activities including art, lego and relaxation and mindfulness techniques
- Physical activity-PE, Cosmic Yoga, Just Dance, Mindfulness Teacher

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and to access further support.

Identifying needs and warning signs

All staff will monitor the pupils in their class in terms of:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators
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School, staff may also 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 communicate their concerns with the designated safeguarding lead or the emotional wellbeing lead as appropriate.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating/sleeping habits
- Becoming socially withdrawn from family and friends
- Changes in mood and activity
- Talking or joking about self-harm or suicide

- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Changes in clothing-eg long sleeves in warm weather
- Secretive behaviour
- Falling academic achievement

Managing disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so staff need to know how to respond appropriately to a disclosure.

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen rather than advise and our first thought should be of the pupils emotional and physical safety rather than exploring the 'why?'

All disclosures should be recorded on CPOMs. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information should be shared with the mental health lead, who will offer support and advice for next steps.

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. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and/or parent.

It is always advisable to share disclosures with a colleague, usually the mental health lead. 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; it provides an extra source of ideas for 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.

Working with parents

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 eg. Through parent forums/L2 referrals.
- Ensure that all parents are aware of who to talk to, and how to get help about this, if they have concerns about their child.
- Make our Emotional Wellbeing and Mental Health Policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children.

- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this at home.

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nursing team
- Educational psychology services
- Primary behaviour services
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- Therapists

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 students safe.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

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

Signposting-National Websites:

Anxiety UK work to relieve and support those living with anxiety and anxiety-based depression by providing information, support and understanding via an extensive range of services, including 1:1 therapy.

<https://www.anxietyuk.org.uk/>

Charlie Waller Memorial Trust offers free resources, including guidance and policy templates for use by schools and colleges. www.charliewaller.org/

Child Bereavement UK supports families and educates professional when a baby or child of any age dies or is dying, or when a child is facing bereavement. www.childbereavementuk.org/

Childline is a free, private and confidential service for children and young people available online and on the phone any time of day and is facilitated by trained counsellors. www.childline.org.uk/

Education Support Partnership is the UK's only charity providing mental health and wellbeing support services to all education staff and organisations. www.educationsupportpartnership.org.uk/

Fixers are young people using their past to fix the future. They are motivated by personal experience to make positive change for themselves and those around them. www.fixers.org.uk/

Mind provides trusted advice and support to empower anyone experiencing a mental health problem. They campaign to improve services, raise awareness and promote understanding. www.mind.org.uk

MindEd is a free educational resources on children and young people's mental health for adults. www.minded.org.uk/

OCD UK www.ocduk.org/

Rethink; living with mental illness provides expert. Accredited advice and information to everyone affected by mental health problems. www.rethink.org/

Samaritans work to ensure fewer people die by suicide by working to alleviate emotional distress and reduce the incidence of suicide feeling and suicidal behaviour. www.samartans.org/

The Children's Society is a national charity that works with the country's most vulnerable children and young people. We listen. We support. We act. Because no child should feel alone. www.childrenssociety.org.uk/

Winston's Wish provide specialist child bereavement support services across the UK, including in-depth therapeutic help in individual, group and residential setting. www.winstonswish.org/

YoungMinds is the UK's leading charity championing the wellbeing and mental health of young people. They offer resources and bespoke training and support for parents and young people. www.youngminds.org.uk/