



Emotional Health and Wellbeing Policy

Adopted by

Governing body

Written

September 2021

Revised by

September 2022

Safeguarding Statement

At Wombridge Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Wombridge Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Introduction

This document describes the school's approach to promoting positive mental health and wellbeing.

This policy is intended as guidance for all staff including non-teaching staff and governors. The policy was written in consultation with staff, pupils, parents and professionals involved in mental health and wellbeing in Telford and Wrekin.

Mental health is 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.

Policy Statement

At Wombridge Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. Our supportive and caring ethos is part of our culture and we believe that supporting emotional health and wellbeing is the responsibility of every adult working in school.

The Policy Aims to:

- Promote positive mental health
- 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

At Wombridge Primary School we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional support with their emotional wellbeing and mental health. We take the view that positive mental health is everybody's business and that we all have a role to play.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health provision, policies and procedures, we can promote a safe and stable environment for children/young people affected both directly, and indirectly by mental ill health.

At Wombridge Primary School we:

- teach and support children/young people's understanding of their emotions and feelings as we grow and change.
- ensure children/young people feel comfortable about sharing concerns or worries about their emotional wellbeing and mental health.
- teach children/young people that it is okay not to be okay.
- educate children/young people about healthy relationships and support them to form and maintain relationships appropriate for their age and stage in life.
- promote the importance of good self-esteem and ensure children know that they have equal value to anyone else.
- encourage children to be confident in themselves and have a sense of pride in being who they are.
- support and develop children to develop emotional resilience and to manage setbacks in their lives.

We promote a positive mental health culture by:

- Talking openly about our emotions and mental health, so that we can begin to remove the stigma associated with it.
- Modelling healthy relationships with colleagues and actively listening to children/young people so they know that they will be supported if requested.
- Promoting our school values and ethos and encouraging a sense of belonging.
- Promoting student voice and opportunities to participate in decision-making and democracy.
- Celebrating academic and non-academic achievements in life.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others, including participating in school parliaments, student voice forums and children/young people safeguarding boards.
- Providing opportunities to reflect on the choices they make and the consequences of these.
- Supporting children/young people to access the right support at the right time.

We pursue our aims through:

- A universal, whole school approach to supporting the emotional health and wellbeing of all children/young people. This includes a taught curriculum for all about mental health, through the statutory health education curriculum.
- Supporting children/young people to ask for help when dealing with a mental health issue and to see this as a sign of strength.
- Teaching through health education the need to live a healthy lifestyle to keep our minds balanced.
- Spreading awareness about mental health to reduce stigma.
- Offering additional high quality Pastoral support for pupils who are experiencing issues in their own lives that affect their wellbeing, including bereavement.
- Ensuring access to specialised, targeted approaches aimed at pupils with more complex or long-term mental health needs.

Scope of this Policy

This policy should be read in conjunction with the following documents and linked policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND policy and T&W local offer
- Equality Policy
- PSHE and RSE Policies

Emotional Health and Wellbeing Lead Members of Staff

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

- Safeguarding Lead (Miss E Partridge)
- Mental Health NHS Practitioner (Miss K Millington)
- Emotional health wellbeing lead (Miss E Partridge) assisted by Pastoral support worker- (Miss L Jones)

The skills, knowledge and understanding needed by our children/young people to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons is determined by the needs of the pupils within the year group and school. The teaching about mental health and emotional wellbeing is linked directly to the statutory guidance for Health Education (September 2020).

Raising Concerns about Mental Ill Health

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the Emotional Health Lead in the first instance through the use of a Pastoral form and log this on CPOMS. If there is a concern that the pupil is in danger of immediate harm, then the normal child protection/safeguarding procedures should be followed with an immediate referral to the designated safeguarding lead. If the student 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.

The referral route for BEE-U (Child and Adolescent Mental Health Service) is via a GP or the Emotional Health and Wellbeing Panel. This is held on the first Wednesday of every month. Cases are brought to the panel to discuss concerns relating to a child/young person's mental health. The panel has representatives from Education Psychology Service, Behaviour Support Advisory Team, Designated Emotional Health and Wellbeing School Nurse and Health Visitor, BEE-U, BEAM, Headteachers and EHWB leads. The panel offers a range of strategies to support the child/young person's mental health. This may also include a referral into the BEE-U service recommended by BEE-U. Lead for the panel is Andy Cooke. If it is necessary to refer a student to the panel then this will be done by the EHWB lead and when the case is presented at panel it will be decided which staff member is best placed to give full details of the case.

Targeted Support

At Wombridge Primary School we offer support through approached and systems which are based on a graduated response. Approaches for individual pupils or groups of pupils, which may include:

Wave 1 Support

- Pastoral support interventions
- BEAM – Children's Society
- KOOTH
- Signposting to school website with external links
- Support from our Mental Health NHS Practitioner K Millington

Wave 2 Support

- School Nursing Service
- Bereavement support

Wave 3 Support

- Play therapy
- Lego therapy
- Strengthening Families referral
- Family Connect referral
- BEE U/ EHWB Panel referral (T and W)
- CATE Referral
- SEND Support for SEMH

Individual Support Plans

It is helpful to draw up an individual support plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the student, the parents and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

Individual support plans are based on the cyclical structure of Assess, Plan, Do, Review.

Teaching about Mental Health

We are committed to promoting an environment where our pupils can support not only their own emotional health and wellbeing, but also that of those around them. This is done in many ways across the whole school through PSHE lessons, Mental Health week and pastoral support. Pupils learn that it is good to talk about how they are feeling and how they can respond if someone talks to them about something they are worried about. This encompasses teaching pupils how to support their own emotional health and wellbeing through being active and eating healthily and provides guidance of how to seek help, if necessary.

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 personal development, PSHE and RSE curriculum.

12 Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further appropriate support. There is a lot of information on the school website to signpost pupils to websites and apps to support them.

We display relevant sources of support and will regularly highlight sources of support to children/young people within relevant parts of the curriculum, in particular in PSHE lessons. This information will also be shared on the website and in correspondence with parents.

If families have a concern regarding their child's mental health, they can contact school to speak to Miss Partridge or Miss Jones

Identifying Needs and Warning Signs

When assessing children/young people's mental health we should take into account:

- Attendance
- Punctuality
- Relationships between peers
- Approaches to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

Possible warning signs 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
- Children/young people making comments about wanting to die, wishing they were dead
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Managing Disclosures

All disclosures should be documented on the Pastoral forms as per usual school procedures. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation in the child's words as much as possible

This information should be shared with the DSL, who will store the record appropriately, upload information onto CPOMS, contact Family Connect and/or other professional services if necessary, and offer support and advice about next steps.

15 Confidentiality

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a child/young person on, then we should discuss with the student:

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

We should never share information about a student 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 a parent if they are in danger of harm.

It is always advisable to share disclosures with the Headteacher. 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 student and discuss with them who it would be most appropriate and helpful to share this information with.

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the Designated Safeguarding Lead must be informed immediately.

Working with other Agencies and Partners

As part of our targeted provision, Wombridge Primary School works with other agencies to support children's emotional health and wellbeing, including:

- Emotional Health and Wellbeing Public Health School Nurse-Sandra Williamson
- Educational Psychology Services – Lead – Michael Lane
- Behaviour Support Advisory Team – Darren Lennon
- Paediatricians – if the child is registered
- BEE-U (child and adolescent mental health service) – Andy Cooke
- Future in Mind Telford
- Counselling services
- Early Help and Support
- Social Care
- KOOH
- BEAM

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents, we should consider the following questions (on a case-by-case basis):

- Can the meeting happen face to face? This is preferable
- Where should the meeting happen?
- Who should be present? Consider parents, the child/young person, other members of staff
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We are accepting of this (within reason) and give the parent time to reflect.

It may be necessary to highlight further sources of information and signpost parents to where further information can be found. It is possible that parents may find it hard to take much in whilst coming to terms with the news about their child. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We will always provide clear means of contacting the school with further questions and consider booking in a follow up meeting or phone call right away, as parents often have many questions as they process the information. We aim to finish each meeting with an agreed next step and always keep a brief record of the meeting on the child's confidential record.

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents, we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- Share ideas about how parents can support positive mental health in their children through our regular information workshops
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

Training and Support

We acknowledge that staff who are working closely with distressed pupils can themselves be placed under emotional strain.

Miss Partridge has completed training as a Senior Mental Health Lead.

Policy Review

This Emotional Health and Wellbeing policy will be reviewed every year as a minimum. It is next due for review in September 2022.

Additionally, this policy will be reviewed and updated as appropriate when the need arises. The monitoring and evaluation of this policy will be carried out by the Headteacher

This policy will always be immediately updated to reflect any personnel changes.