



“Dream, believe, achieve together.”

Round Hill Primary School

PUPIL MENTAL HEALTH AND EMOTIONAL WELLBEING POLICY

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Mental Health and Emotional Wellbeing Policy

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1. Policy statement

‘Mental Health is a state of wellbeing in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community.’ (World Health Organisation)

At Round Hill we aim to promote positive mental health and emotional wellbeing for our whole school community; pupils, staff, parents and carers and governors and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We have a supportive and caring ethos where each individual and contribution is valued and all individuals can be supported whether affected directly or indirectly by mental ill health.

2. Policy Aims

Our school aims to:

- Create an environment where all children and young people have a sense of belonging and feel safe
- Enable CYP (Child and Young Person) to feel they can talk openly with a trusted adult about their problems without feeling any stigma
- Provide opportunities for CYP to develop their confidence and self-esteem
- Develop resilience amongst pupils and raise awareness of resilience building techniques
- 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 including types of support and how and when to access this support for CYP and their parents/carers
- Support staff in relation to looking after their emotional wellbeing

3. Scope

This policy is a guide to all staff – including non-teaching and governors – outlining our school’s approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies. Eg. Safeguarding, SEND, Behaviour, Attendance, Anti-bullying, SRE and PSHE.

4. Key staff members

We believe that all staff have a responsibility to promote positive mental health and to understand about protective and risk factors for mental health in CYP. There are also key members of staff who have specific roles to play including contributing to the School Mental Health Team:

- Designated Safeguarding Leads – Adrian Nash, Jo Hewitt, Stacey Yates
- SENCO – Lauren Briggs, Jill Munro
- Emotional Literacy Support Assistant – Jill Munro
- Mental Health and Wellbeing Lead – Tahzeem Humphries
- SRE Lead – Suzie Hicks
- PSHE Lead – Louisa Richards

If a member of staff is concerned about the mental health or wellbeing of a pupil, in the first instance they should speak to the Mental Health Support Lead or SENCo.

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

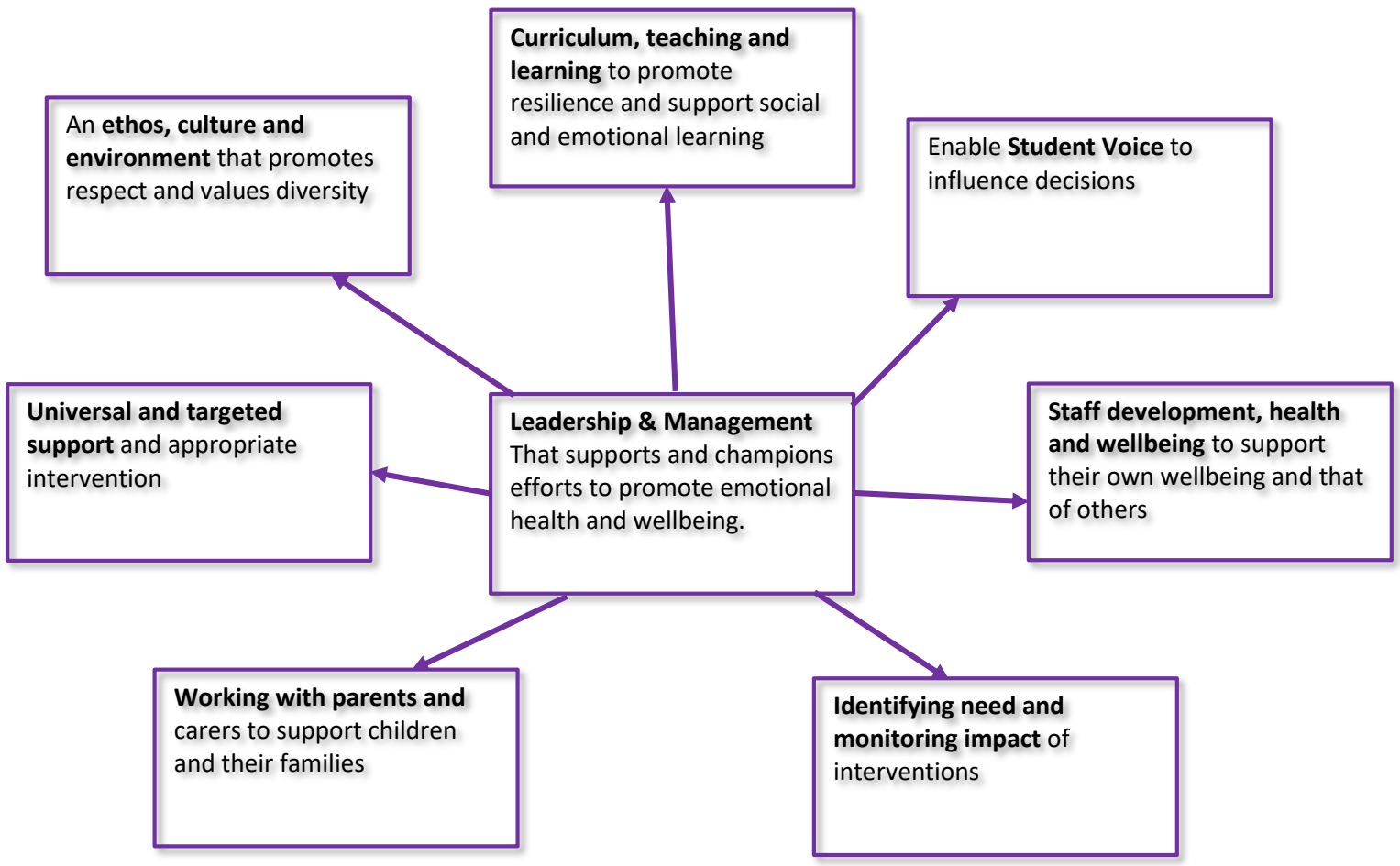
If the child presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

5. Whole School Approach

We will follow a whole school approach towards promoting positive mental health and emotional wellbeing across the whole school community.

This follows 8 whole school areas.

1. Leadership and management
2. Identifying need and measuring impact
3. Ethos, Culture and Environment
4. Pupil Voice
5. Curriculum, teaching and learning
6. Staff development, health and wellbeing
7. Support
8. Working with parents



6. 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 and SRE curriculum. This includes the Statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education orders.

We use 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.

Our school also promotes positive mental health through focus weeks, assemblies, transition programmes, circle times, worry boxes/monsters, nurture groups and ELSA.

7. Identifying Needs and Warning Signs

Our identification system involves a range of processes. We aim to identify CYP with mental health needs as early as possible to prevent things getting worse. E.g. strong relationships with CYP and their parents/carers, open door policy for CYP and parents/carers, discussions through PSHE lessons and use of in class strategies, e.g. worry boxes/monsters.

Warning Signs:

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 alert the Mental Health Lead and/or SENCo.

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.

8. Universal Sources of Support

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

Within the school (noticeboards, displays in classrooms) and through our communication channels (newsletters, website), 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 they should access it
- What is likely to happen next.

School Based Support – there are many places that children can access support in school:

- pupils are aware that they can speak to their class teacher or another trusted adult in the school.
- a part of the Mental Health Support Team project with a link to an Educational Mental Health Practitioner.
- CASY (Counselling and Support for Young People)
- ELSA

9. 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.

The SENCo team work closely with outside agencies supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels.

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 Nottinghamshire CAMHS and other outside agencies to follow protocols on referrals;
- Identifying and assessing through the single point of access (SPA), 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 following a graduated 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 Nottinghamshire CAMHS or MHST, 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.

10. Managing disclosures and Confidentiality

If a pupil 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 pupil's CPOMs, 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 DSL and SENCOs.

11. Supporting and Training Staff

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.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management 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 twilight 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 Mental Health Lead or SENCo, who can also highlight sources of relevant training and support for individuals as needed.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote a healthy work life balance and wellbeing.

12. Working with parents/carers

If it is deemed appropriate to inform parents, we will consider these questions 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.

We will signpost parents to other sources of information and offer support in these instances. At the end of the meeting, we will keep lines of communication open should the parents have further questions or concerns and we will suggest a follow-up meeting or phone call.

We will ensure a record of the meeting and points discussed/agreed.

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 Early Help service (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.