

Todwick Primary School

Mental health and Well-being policy

Date Prepared: September 2022

Date to be reviewed: September 2023

At Todwick Primary 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. 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.

At our school we:

- Help children to understand their emotions and feelings better
- Help children feel comfortable sharing any concerns or worries
- Help children socially to form and maintain relationships.
- Promote self-esteem and self-worth
- Encourage children to be confident and celebrate differences
- Help children to develop emotional resilience and to challenges in their lives.
- Teach children social and emotional skills and an awareness of mental health.
- Identify children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience.

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 worth through taking responsibility for themselves and others
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs
- Developing an open culture where it's normal to talk about mental health
- Mental Health and RSE teaching for all year groups

We pursue our aims through:

- Universal, whole school approaches such as using the 'Emotion Coaching' to help children become more aware of their emotions and manage their own feelings.
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder or seeking support from external agencies to help children with specific needs.

Scope

This policy should be read in conjunction with our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and RSE. It should also sit alongside child protection procedures.

Lead Members of Staff

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

- Alice Deeley - Safeguarding lead
- Emma Perry and Donna Thompson - Deputy Safeguarding leads
- Lucy Hawksworth - SENDCo, Mental health lead and RSE lead
- Rachael Gabbitas- Emotional Literacy Support assistant

Our Mental Health Lead;

- Leads and works with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Leads on PSHE teaching and advice on mental health.
- Provides advice and support to staff and organises training and updates.
- Is the first point of contact with mental health services and makes individual referrals to them

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental RSE curriculum. The teaching of mental health and well-being is now part of the compulsory RSE curriculum which is taught as a weekly lesson across school. The section 'Health and well-being' on our Kapow scheme of work for RSE covers these themes explicitly, however, the promotion of positive mental health is weaved in to other areas of the RSE curriculum such as families and relationships, citizenship and economic well-being and also into our wider curriculum. We teach mental health and emotional wellbeing issues in a safe and sensitive manner and will tailor lessons or conversations to meet the specific needs of the cohort we're teaching.

When a concern has been raised, teachers or Mental Health Lead will:

- Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events
- Agree mental health care and protection plan where appropriate including clear next steps
- Discuss how parents can support their child through strategies or signposts to parenting support groups

Targeted support

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

- Circle time approaches or 'circle of friends' activities.
- Social stories or comic strip conversations
- Managing feelings resources e.g. 'worry boxes'
- Managing emotions resources such as 'the 5 point scale'
- Opportunities to access calming toys
- ELSA support groups
- Mindfulness
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.

- Forest schools

When support is targeted, the SENDCo may be involved to ask for advice towards a plan that may include outside agency involvement. In most cases, a clear plan will be created with targets and provision that will be reviewed with parents termly.

The school may make use of resources to assess and track wellbeing as appropriate including:

- Boxall profile
- Sensory assessments
- Strengths and difficulties questionnaire

Signposting

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

Identifying needs and Warning Signs

All staff will complete termly wellbeing trackers on their pupils aimed at identifying a range of possible difficulties including:

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

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 child protection and safeguarding officer or the emotional wellbeing lead as appropriate. Some well-being needs that are

picked up on well-being trackers will be addressed through whole class teaching or targeted support.

Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- 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

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
- Ensure that all parents are aware of who to talk to, and how to get 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 RSE.

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 nurse
- Educational psychology services
- Paediatricians
- CAMHS (child and adolescent mental health service)

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.