



**Shaw  
Education  
Trust**

# **Seabridge Primary School**

## **Mental Health Policy**

### **(Pupils)**



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## **Introduction**

Shaw Education Trust and our academies are committed to promoting positive mental health and emotional wellbeing for all pupils, their families, members of staff and local academy councillors. Good mental health and wellbeing helps children and young people to:

- Develop into a happy, well-rounded citizen
- attend school regularly
- fully engage in learning
- fulfil their potential and lead a fulfilling life

Our academy contributes to wellbeing by providing:

- a safe, calm and supportive learning environment
- early targeted support for learners who need help
- opportunities for pupil voice

This policy is for all adults, including parents/carers, outlining our approach to promoting mental health and emotional wellbeing and should be read alongside our 'Safeguarding & Child Protection Policy' (see especially section 22 within that policy).

This policy has been equality impact assessed and we believe is in line with the Equality Act 2010. It does not have an adverse effect on race, gender or disability equality.

## **Aims**

Our academy aims and principles align with those promoted by DfE, namely:

- an ethos and environment that promotes respect, and values diversity
- leadership and management that supports and champions efforts to promote emotional health and wellbeing
- staff development to support their own wellbeing and, that of pupils and learners
- curriculum teaching and learning to promote resilience and support social and emotional learning
- enabling student voice to influence decisions
- identifying the need for and monitoring the impact of interventions
- targeted support and appropriate referral

- working closely with parents and carers

## **Key staff members within our Academy**

This policy aims to ensure all staff take responsibility to promote the mental health of pupils, however key members of staff have specific roles to play:

**SLT:** to ensure a positive approach to mental health is encouraged across the academy, and a process is in place to identify and support pupils in need.

**Mental Health Lead:** to determine and implement the processes which identify and support pupils in need, including external support.

**Designated Safeguarding Lead:** To ensure all relevant incidents are recorded and information is shared with relevant colleagues both regarding individual pupils and mental health data.

**PSHE/RSC Lead:** to ensure that mental health and well-being are integral aspects of the PSHE Curriculum (or equivalent), and relevant to the academy cohort's needs.

**Other staff with specific responsibilities to support MH work, e.g. Pastoral Leads, Attendance leads, SEND staff, and MH Trained staff:** to support relevant pupils in their care, including those most in need through use of personal plans.

**All staff:** to be vigilant of all behaviours which may indicate that a pupil is in need of support and refer as appropriate to the relevant colleague.

All staff will have regular training around mental health issues and identified staff will have further in-depth training to suit their role.

If there is a concern that the student is high risk or in danger of immediate harm, the academy's safeguarding procedures will be followed.

If the pupil presents a high-risk medical emergency, relevant procedures will be followed, including involving the emergency services if necessary.

## **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/RSC curriculum and other relevant support programmes.

We ensure that mental health is a key component in the relevant curriculum areas and has been designed using the very best resources. More importantly,

the content and method of delivery are tailored to meet the needs of our academy.

More broadly, the overall culture of our academy promotes positive relationships and is 'people-centred'.

## Assessment & Provision

Across our academy, we aim to ensure that our provision meets our needs, both through internal and external intervention. In broad terms the table below summarises how we see each level of need across our mental health work, in terms of basic descriptor of 'assessment', and subsequently, matching 'provision'. Please note that both aspects are more detailed than this, but this will give the reader some sense of our approach.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, our staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing an emotional or mental health problem or be at risk of developing one.

<b>Level of Need</b>	<b>Assessment of Mental Health</b>	<b>Provision offered/available</b>
1	Pupil exhibits a 'normal' range of emotions, displaying expected levels of resilience to life issues.	Pupil is supported by whole-school processes within the pastoral system. This is deemed sufficient for this pupil.
2	Pupil exhibits a 'normal' range of emotions on most occasions, but emotion / mood peaks and / or troughs are observed.	Pupil may receive some additional identified support possibly either via pastoral system and/or trained internal MH trained staff.
3	Pupil exhibits a regular inability to cope with issues thus causing impact on school life.	Pupil will receive additional identified support via trained staff in-school and possibly also have external support, e.g. external counsellor.
4	Pupil has a diagnosed mental health concern, such as anxiety or depression.	Pupil will be receiving external support, e.g. CAMHS, and school will support pupil in line with the external intervention.

## **Warning Signs**

Signs can be varied and similar to signs of any number of issues, but can generally include:

- inability to cope with daily tasks
- social withdrawal
- dramatic changes in eating/sleeping habits
- feeling anxious
- substance misuse
- thoughts or actions around self-harm

Staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs will always be taken seriously and staff observing any of these warning signs will alert relevant colleagues, and we will refer to external services if appropriate.

Where a disclosure is made to staff, our safeguarding procedures, including confidentiality rules, will apply as stated in our Safeguarding Policy.

## **Individual Plans**

When a pupil has been identified as having cause for concern, and/or has received a diagnosis of a mental health issue or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Plan should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

Suggested elements of this plan include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects (if relevant)
- Who to contact in an emergency
- The role the school and specific staff

## **Referrals and Working with External Providers**

When our staff have 'assessed' need as best they can, they will determine if additional support and expertise is needed beyond the work of our trained

staff within our academy. This may occur by advising parents to visit their GP or making a referral ourselves. Our staff work closely with external services, such as the NHS funded MHST programme, in supporting the emotional and mental health needs of pupils, **but it is important to note that external services quite often make the ultimate decision on what support is provided, including CAMHS.** Even if parents and/or school may wish for more intervention, CAMHS will make that decision based on their own assessment of need and their capacity to intervene.

## **Working with parents/carers**

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. Therefore, we wish to work with all our parents where the mental health of a pupil needs supporting. Parents will be involved at every step ensuring that open lines of communication exist. It is important to note however, that some mental health issues faced by children are caused by home situations, including relationship with parents etc. Unfortunately, neglect and abuse at home does happen, which does affect the mental health of a child. Where our staff feel this is the case, our safeguarding procedures will be implemented, and relevant external services will be informed. The pupil's welfare will always be our main priority.

Signposting parents to other sources of information and support can be helpful in supporting their child. Academy staff will endeavour to ensure parents have information for any agency who may be able to support them around their child's mental health.

## **Supporting Peers**

When a pupil is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case-by-case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the pupil who is suffering and their parents/carers.

## Annex A: Academy Procedures



# Seabridge Primary School



## Wellbeing Support Provision Map

### Child-Centred, Relationship-Based Graduated Response

<p style="text-align: center;"><b>Level 1 Need</b> <b>Universal Services</b></p> <p>Pupil exhibits a 'normal' range of emotions, displaying expected levels of resilience to life issues.</p>
<ul style="list-style-type: none"><li>• Personal Development and Safeguarding Curriculum</li><li>• Quality first teaching and adaptive practice</li><li>• Restorative conversations</li><li>• Promotion of the 5 ways to wellbeing</li><li>• School Values: Ambition, Resilience, Kindness, Uniqueness</li><li>• School motto, 'Working Together to be the Best we Can'</li><li>• Leadership roles and responsibilities</li><li>• Red 2 Blue approach</li><li>• Celebrating success in assembly</li><li>• Enrichment activities e.g. school trips, themed days</li><li>• Extra-curricular clubs</li><li>• Think-pair-share in lessons</li><li>• Paired work and group work</li><li>• Assemblies</li><li>• Social time</li><li>• Social events in school e.g. discos, film nights</li><li>• Community events such as Seabridge Firework Spectacular, Seabridge Summer Nights</li><li>• 1:1 and group nurture sessions (intervention with a familiar member of staff to rapidly respond to need – no permission sought)</li><li>• Meet and greets and check-ins with the class teacher</li><li>• Use of Zumos, daily scaling</li><li>• Earliest help in school</li></ul>
<p style="text-align: center;"><b>Level 2 Need</b></p> <p>Pupil exhibits a 'normal' range of emotions on most occasions, but emotion / mood peaks and / or troughs are observed.</p> <p style="text-align: center;"><i>(Support stepped up based on the individual child's needs)</i></p>
<ul style="list-style-type: none"><li>• VIP Emotion coaching with an external coach that takes place in school (permission sought before referral completed)</li><li>• ELSA Emotion Coaching with trained school staff (coming soon...)</li><li>• Referral to Single Access Point Mental Health Team – CAMHS, School Nurse, Staywell</li><li>• Advice from professional advocates from the trust through the IOE</li><li>• Parents to visit the GP</li></ul>

- Early Help L2 to support the family (referral to the Family Hub completed with parents)
- Boxall profile and SENCO support
- School nurse referral
- Staywell referral for external emotional wellbeing support/therapy - referral completed by parents or with parents and school via the following link: <https://staffs.staywellcyp.org/referral/>
- Dove Bereavement referral (referral completed by parents or with parents and school)

### **Level 3**

Pupil exhibits a regular inability to cope with issues thus causing impact on school life.

*(Support stepped by based on parent/pupil/teacher voice, MyConcerns reports, Safeguarding/Inclusion Team)*

- CAMHS referrals - referral completed by parents or with parents and school via the phone on: 0800 0 328 728 (option 1) or online portal: <https://combinedwellbeing.org.uk/>
- Trauma informed specific support such as play therapy or CBT
- Drama therapy through charities e.g. Dougie Mac
- Early Help L3 to support the family (referral completed with parents' permission)
- Relationship – based approach to behaviour (individualised behaviour plans)

### **Level 4**

Pupil has a diagnosed mental health concern, such as anxiety or depression.

*(Bespoke specialist support required externally by the NHS)*

## **Useful Services:**

### **North Staffordshire Combined Healthcare – Crisis Care Centre**

24/7 urgent mental health support for Stoke-on-Trent, Newcastle-under-Lyme and Staffs Moorlands.

- Call 0800 032 8728
- Website [North Staffordshire Combined healthcare Trust - NHS](#)

### **24/7 Mental Health Support by Text**

If you're looking for mental health support (not just in a crisis), you can text these NHS teams any time:

- South Staffordshire: Text 07507 330605
- North Staffordshire and Stoke-on-Trent: Text 07312 263117

### **NHS 111 service**

Contact [NHS 111 online service](#) or call **111** and select **option 2** if you need urgent mental health care but it's not life-threatening.

### **Your GP**

If you need help urgently for your mental health but it's not an emergency, or you're not sure what to do, a GP can advise you about helpful treatments and also help you access mental health services.

### **CAMHS Staffordshire | Stay Well CYP**

Specialist mental health services for children and young people in Staffordshire.

- Call 01782 418 518
- Website [Stay well Staffordshire](#)

### **Samaritans**

24/7 emotional support for anyone struggling to cope.

- Call 116 123
- Email [jo@samaritans.org](mailto:jo@samaritans.org)
- Website [Samaritans](#)

### **ChildLine**

Free, confidential support for anyone under 19.

- Call 0800 1111
- Website [ChildLine](#)

### **PAPYRUS – HOPELINE247**

Suicide prevention support for young people under 35.

- Call 0800 068 4141
- Text 07860 039 967
- Email [pat@papyrus-uk.org](mailto:pat@papyrus-uk.org)
- Website [Hopeline247](#)

## **Support for Specific Issues:**

[Anxiety UK](#) – Help for anxiety conditions.

[Bipolar UK](#) – Support for people affected by bipolar.

[Beat](#) – Support for eating disorders.

[CALM](#) – Suicide prevention and mental health support.

[Farming Community Network](#) – Support for farmers and families.

[Lighthouse Club](#) – Wellbeing support for construction workers.

[Mental Health and Money Advice Service](#) – Help with mental health and finances.

[National Eczema Society](#) – Support for people living with eczema.

[No Panic](#) – Support for anxiety, phobias and OCD.

[OCD Action](#) – Help for people with OCD.

[OCD UK](#) – Advice and support for OCD.

[SANE](#) – Emotional support for people affected by mental illness.

[YoungMinds](#) – Mental health support for young people and parents.



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**Pupil &  
people  
centred**

**Act with  
integrity**

**Be  
innovative**

**Be best  
in class**

**Be  
accountable**