



Pupil Mental Health and Wellbeing Policy

Responsible Person	Mrs G Beetham
Date Created	March 2020
Date Reviewed	January 2023
Date to be Reviewed	March 2024

Our School Vision

At Trawden Forest Primary School we have developed a rich and challenging curriculum within a happy and safe learning environment where all children feel valued as individuals and achieve their full potential in knowledge, skills and creativity.

We have created a happy, caring environment in which children feel safe and develop self-confidence and independence. Our children are encouraged to be considerate and show kindness and respect for others, while reaching their true potential. Working together for success we celebrate the uniqueness of individuals and embrace challenge because:

Every child matters; every moment counts!

Our School Values

Our key value at Trawden Forest Primary is **RESPECT** - respect for our friends, our family, our teachers, but most importantly respecting ourselves by living our school values each day.

Influenced by their love of learning in Forest School, our school council and children voted for each class to adopt a tree with matching values. These values were then adopted across school:



CLASS	ADOPTED VALUES
Reception - Holly	happy and helpful
Year 1 - Willow	willing and wise
Year 2 - Rowan	resilient and respectful
Year 3 - Sycamore	spirited and successful
Year 4 - Birch	brave and bold
Year 5 - Maple	motivated and moral
Year 6 - Elder	entrepreneurial and empathetic

This Mental Health and Wellbeing Policy has been created to ensure our vision permeates all aspects of school and all its people.

This policy should be read in conjunction with our Staff Well-Being Policy, SEND policy in cases where pupils mental health needs overlap with these. It should also be read in conjunction with policies for Behaviour & Anti-bullying, and PSHE / RSE and SMSC policies. It sits alongside child protection procedures.

At Trawden Forest Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. 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. It is our duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding and Child Protection Policy and Procedures in place. All staff including our volunteers and supply staff must ensure that they are aware of our procedures.

Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

School Policy Statement

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. (World Health Organization).

In our school **Every child matters; every moment counts!**

We believe that when children feel safe they can learn to:

- be calm
- be kind
- be honest
- be brave
- be the best they can be!

Because of this we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues.

This policy aims to:

- Promote positive mental health and wellbeing in all staff and pupils'
- Increase understanding and awareness of common mental health issues;
- Alert staff to early warning signs of poor mental health and wellbeing;
- Provide support to staff working with young people with mental health and wellbeing issues;
- Provide support to pupils suffering mental ill health and their peers and parents/carers.

Therefore in 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 ensure children know that they count
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks

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

We offer different levels of support:

- **Universal Support** - To meet the needs of all our pupils through our overall Christian ethos and our wider curriculum. For instance, promoting Growth Mindset and developing resilience for all.
- **Additional Support** - For those 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 such as wellbeing groups or personal mentors.

Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents/carers 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.

Lead staff members are:

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

Mrs Stinchon - Designated Child Protection officer / Safeguarding Lead / Designated Teacher for Looked After children

Mrs Clarke - Deputy Designated Child Protection / Safeguarding lead

Mrs Beetham – SENDCO / Lead PSHCE Lead

Mrs Whittaker - Nurture Lead

Mrs Alcock - Lead First Aider

Mr Wright - Safeguarding Governor

Mrs Knott - PSHE Governor

Any member of staff who is concerned about the mental health of wellbeing of a pupil should speak to the Designated Senior Leaders in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal safeguarding & child protection procedures should be followed. If the pupils presents as a medical emergency then normal procedures for such emergencies should be followed (ie contact emergency services). Where a referral to CAMHS is appropriate, this will be led and managed by the school SENCO.

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our developmental PSHE and Relationship Education curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching. As a school we use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted Support

We offer support in many different ways including through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or 'circle of friends' activities.
- Targeted use of Social and emotional literacy resources.
- Managing feelings resources e.g. 'worry boxes'
- Managing emotions resources such as the use of emotional barometers and de-stressing toys.
- Individual mental health and wellbeing small group activities.
- Therapeutic activities including art and Lego therapy.
- Physical activities (including the use of extra curricular sport)
- Spiritual activities linked to church and the community e.g. Messy Church, School Choir

We will make use of resources to assess and track wellbeing as appropriate including:

- Pupil voice questionnaires
- Strengths and Difficulties questionnaire for pupils and staff
- The Boxall Profile
- Emotional literacy scales

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and local area and know how to access further support. We will display relevant sources of support in communal areas and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring pupils understand:

- What help is available?
- Who it is aimed at?
- How to access it?
- Why to access it?
- What is likely to happen next?

Identifying needs and Warning Signs

All staff will report any concerns to the senior leads in school or if connected with safeguarding to the DSL. Weekly staff briefings identify vulnerable pupils and staff are made aware of how to support individuals on a case by case basis. These include concerns about:

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

School staff may also 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 communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate.

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

All concerns are recorded electronically on CPOMS.

Managing Disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all 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 thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?' All disclosures should be recorded using the CPOMS system and kept on the pupil data file.

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 Senior Lead, who will store the record appropriately and offer support and advice about next steps. It is always advisable to share disclosures with a colleague (usually the DSL/Mental Health and Emotional Wellbeing Lead/Supervisor) as 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.

Parents/carers should be informed if there are concerns about their child's mental health and wellbeing and pupils may choose to tell their parents/carers themselves. We should always give pupils the option of us informing parents/carers for them or with them.

Working with Parents

Where it is deemed appropriate to inform parents/carers, we need to be sensitive in our approach. Before disclosing to parents/carers 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? At school, at their home or somewhere neutral?
- Who should be present? Consider parents/carers, the pupil, other members of staff.
- What are the aims of the meeting?

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

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents/carers can also be helpful too e.g. parent/carers helplines and forums. We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents/carers often have many questions as they process the information. Finish each meeting with an agreed next step and always keep a brief record of the meeting on the child's confidential record. Parents/carers 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 mental health and emotional wellbeing on our school website.
- Share and allow parents to access sources of further support e.g. through local charities and organisations.
- 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 PSHE / Relationship Education and share ideas for extending and exploring this learning at home.

Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of selfharm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the pupil who is suffering and their parents/carers with whom we will discuss:

- What it is helpful for friends to know and what they should not be told;
- How friends can best support;
- Things friends should avoid doing/saying which may inadvertently cause upset;
- Warning signs that their friend needs help (e.g. signs of relapse).

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves;
- Safe sources of further information about their friend's condition;
- Healthy ways of coping with the difficult emotions they may be feeling.

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
- Behaviour support through pupil referral
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Early Help
- Children and Family Wellbeing service
- Family support workers
- Therapists including Child Action North West

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 process and additional CPD will be supported throughout the year where it becomes appropriate due to 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 the DSL and CPD Coordinator who can also highlight sources of relevant training and support for individuals as needed.

Useful links

<https://www.nhs.uk/oneyou/every-mind-matters/>

A public health England and NHS site to help people take simple steps to look after their mental health, improve their mental wellbeing and support others.

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

Quality-assured information, advice and resources to help primary schools understand and promote children's mental health and wellbeing.

REVIEW Date:

The policy will be reviewed every 3 years

Signed: (Head teacher) Signed: (Chair of Governors)

Date Adopted by the Governing Body: 11th March 2020

Amended: N/A Reviewed: January 2023

Next full review: March 2024 Reviewed by: Curriculum Committee