Mental Health and Emotional Wellbeing Policy

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Version Control

Date	Changes & Amendments
January 2023	No changes

Policy Statement

At Old Park 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. Promoting positive mental health is a key priority at Old Park.

At Old Park 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 pursue our aims through a graduated and targeted approach:
· Universal, whole school approaches
· Support for pupils going through recent difficulties, including bereavement.
· Specialised, targeted approaches aimed at pupils with more complex or long term difficulties.

Definition of Mental Health and Wellbeing

The World Health Organisation's define mental health and wellbeing as "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".

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:
· feel confident in themselves.
· be able to express a range of emotions appropriately.
· be able to make and maintain positive relationships with others.
· cope with the stresses of everyday life.
· manage times of stress and be able to deal with change. ·
learn and achieve.

Linked Policies:

This policy should be read in conjunction with:
● Medical policy
● SEND Information Report
● Supporting Pupils with Anxiety

- Behaviour Policy
- Well-Being Policy
- Safeguarding Policy

Lead Members of Staff

All staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:
· Teresa Boddington - Designated Safeguarding Lead
· Sam Pearce - Designated Safeguarding Lead / Senior Mental Health Lead / SENCo
· Eve Taylor- Designated Safeguarding Lead / Family Liaison Worker / Mental Health Champion
· Helen Fry - Designated Safeguarding Lead / Well-Being co-ordinator / Mental Health Champion

Teaching about Mental Health

The skills, knowledge and understanding needed by our children to keep themselves mentally healthy and safe are included as part of our developmental Well-Being curriculum.

Graduated Response to Mental Health and Well-Being

Universal offer	Well-Being Curriculum Safeguarding day Mental Health Week Emotion Coaching 5 point-scale Values system Assemblies Mindfulness
Targeted support	Access to Mental Health champions (whole family approach) Referrals to single agencies (Kaleidoscope, Early Help) Group interventions (SULP, Forest, Social Groups, Building Blocks, Lego Therapy) My star Boxall Profiles Therapeutic Mentoring Coping bags
Specialist support	Drama therapy referrals (in school) Mental health practitioner referrals (in school) Access to inclusion support (SEMH or EP) Children's Services Referral (to access CAMHS) EHCP referral → bespoke nurture provision.

The school will make use of resources to assess and track wellbeing as appropriate including a Well-Being and Resiliency Survey and Boxall Profile.

Identification

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

Possible difficulties which may be identified include:
· Attendance ·
Punctuality
· Relationships
· Approach to learning
· Physical indicators
· Negative behaviour patterns
· Family circumstances
· Recent bereavement
· Health indicators
· A full list of risk factors can be seen in Appendix 1

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 safeguarding lead(s).

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

Disclosures by children and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.

Working with Parents

In order to support parents, we will:
· Share sources of information and support about mental health and emotional wellbeing.
· 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.
· Ensure parents know the named staff members they can contact in school for follow up calls or meetings.
· Keep parents informed about the mental health topics their children are learning about in the WellBeing curriculum.

Working with other agencies

As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing including: o The school nurse o Inclusion Support Services o Drama Therapist (in school) o Mental Health Practitioner (in school) o Paediatricians
o CAMHS (child and adolescent mental health service) o
Counselling services o Family support workers o
Therapists

Training:
As a minimum, all staff will receive training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep students safe. 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.

Appendix 1 – Risk and Protective Factors

	Risk Factors	Protective Factors
In the Child	- Genetic influences - Specific development delay - Communication difficulties - Physical illness - Academic failure - Low self-esteem - SEND	- Being female (in younger children) - Secure attachment experience - Outgoing temperament as an infant - Good communication skills, sociability - Being a planner and having a belief in control - Humour - Problem solving skills and a positive attitude - Experiences of success and achievement - Faith or spirituality - Capacity to reflect
In the Family	- Overt parental conflict including domestic violence - Family breakdown (including where children are taken into care or adopted) - Inconsistent or unclear discipline - Hostile and rejecting relationships - Failure to adapt to a child's changing needs - Physical, sexual, emotional abuse or neglect - Parental psychiatric illness - Parental criminality, alcoholism or personality disorder - Death and loss – including loss of friendship	- At least one good parent-child relationship (or one supportive adult) - Affection - Clear, consistent discipline - Support for education - Supportive long term relationship or the absence of severe discord

In the School	• Bullying • Discrimination • Breakdown in or lack of positive friendships • Negative peer influences • Peer pressure • Poor pupil to teacher relationships	• Clear policies on behaviour and bullying • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Positive classroom management • A sense of belonging • Positive peer influences
In the Community	• Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events	• Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

Appendix 2 - Where to get information and support

www.youngminds.org.uk (champions young people's mental health and wellbeing)
www.mind.org.uk (advice and support on mental health problems) www.minded.org.uk
(e-learning) www.time-to-change.org.uk (tackles the stigma of mental health)
www.rethink.org (challenges attitudes towards mental health)