EMOTIONAL HEALTH AND WELLBEING POLICY

Named mental health lead: Tara Yorke

Named Governor with lead on mental health: Claire Drake

1.   Why mental health and wellbeing is important:

1.1   At Temple Grafton C of E Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health; for this reason, we have designated mental health lead practitioner, Tara Yorke. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

1.2   The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

1.3   Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

1.4   Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

1.5   This policy outlines the ways in which we, as a school care for and nurture the emotional wellbeing of our pupils and staff.

2.   Definition of mental health and wellbeing

2.1   We use the World Health Organisation's definition of mental health and wellbeing
"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".

2.2   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.

2.3   Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

2.4   In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing. To this end, we subscribe to Schools Advisory Service (SAS), a confidential wellbeing support service offering a range of services for staff to access.

3.   PROMOTING EMOTIONAL HEALTH AND WELLBEING

3.1   The school promotes and strengthens the pupil voice through:
- A democratic process for the election of School Council representatives
- Regular School Council meetings
- Consulting pupils about change and policy development
- Weekly certificates given to pupils chosen by class teachers, in collaboration with Midday Supervisor feedback.

3.2   The school promotes the involvement of parents and carers in the life and learning of the school through:
- Parent meetings in the autumn, spring and summer terms
- Having an 'open door policy'
- Special Regular consultation about change and development through questionnaires and Parent questionnaires
- Sports and theme days
- Regular communication and involvement regarding pupil progress, behaviour and pastoral issues
- Parental workshops

3.3   The school facilitates an enhanced environment for learning through:
- Adaptable school and classroom environments, facilities and resources
- Recognising the background of individual pupils and their physical, social and emotional needs
- Establishing clear rules, routines and expectations about behaviour for learning
- Encouraging positive, caring and constructive relationships

3.4   The school enhances pupil motivation and learning through:
- Consistent support for vulnerable children and those with SEND through learning support, teaching assistants, Thrive, children's counselling and external agencies where appropriate

- Celebrating successes and achievements in the classroom through rewards including merit points, School House team points and Star of the Week certificates given out in assemblies
- An exciting and varied range of extra-curricular events and trips
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognising, differentiating and adapting learning to children's need
- Encouraging independence in learning
- Using a range of teaching styles appropriate to pupils' age, ability and level of maturity

3.5   The school enhances pupil self-esteem and personal development through:
- JIGSAW to develop PSHE skills
- Information, advice and guidance on health and development
- A focus on Growth Mind-set and Building Learning Power (BLP).
- Opportunities for pupil leadership through: School Council; Y6 /R Buddies; Sports Leaders; House Captains; Y6 School Managers, and Assembly Leads
- An emphasis on praise and reward for perseverance, collaboration and aspiration
- Merit points, class rewards, stickers, positive comments, HoS stamps and Star of the Week certificates
- Opportunities for reflection and spiritual development through art, literature, RE, Thrive and Jigsaw
- Regular Mental Health and Wellbeing awareness built into the curriculum
- Integration of our Christian virtues throughout our curriculum and demonstrated in our everyday interactions with each other

3.6   The school enhances staff motivation, learning and professional development through:
- Curricular planning time within the school week
- Whole school and MAT training events
- Pupil progress meetings allocated to staff meeting time
- Access to appropriate external training and visits from specialists
- Collaborative approach to involve staff in decision making and proposed change
- Consultation in training and support needs through regular review
- Induction training and information for new staff
- Provide additional support at times of particular stress, change and/or difficulty
- Have a responsive and listening culture, reacting quickly to problems
- Maintain contact with staff when they are absent and have a return-to-work meeting
- Provide opportunities for staff to socialise and have a place for all staff to relax and socialise together e.g. lunch dates
- Opportunities to discuss with the Head of School any issues of worry/concern

- Staff meeting time used to discuss workload and suggest adaptations where practicable

3.7 The Heads of School will:
- Ensure the provision of a healthy working environment
- Take responsibility for their work life balance and be aware of the role model they are setting for others
- Provide pastoral/welfare support for individual staff as required
- Ensure that all staff are treated in a fair, sensitive and confidential manner
- When issues arise, discuss options appropriate to the circumstances
- Support as far as possible any initiatives and recommendations in relation to staff welfare as advised by unions

4. Teaching about mental health and emotional wellbeing

4.1 Through PSHE, Taking Care and Thrive, we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about their own mental health and that of others, and be less affected by the stigma of mental health challenges.

4.2 EYFS & Key Stage 1 children learn:
- To recognise, name and describe feelings including good and not so good feelings
- Simple strategies for managing feelings.
- How their behaviour affects other people.
- About empathy and understanding other people's feelings.
- To cooperate and problem solve.
- To motivate themselves and persevere.
- How to feel calmer.
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- Who to go to if they are worried.
- About different types of teasing and bullying, that these are wrong and unacceptable.
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

4.2 Key Stage 2 children learn:
- What positively and negatively affects their mental and emotional health (including the media)
- Positive and healthy coping strategies.
- About good and not so good feelings.
- To describe the range and intensity of their feelings to others.
- To recognise and respond appropriately to a wide range of feelings in others.
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- Build resilience.
- How to motivate themselves, recognising and embracing failure as an essential step to learning and success.

- How to empathise and be supportive of others.
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves.
- About the importance of talking to someone and how to get help.

5. Identifying, referring and supporting children with mental health needs
- Provide a safe environment to enable children to express themselves and be listened to.
- Ensure the welfare and safety of children is paramount.
- Identify appropriate support for children based on their needs.
- Involve parents and carers when their child needs support.
- Involve children in the care and support they have.
- Monitor, review and evaluate the support with children and keep parents and carers updated.

6. Early identification
Our graduated response involves a range of procedures. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:
- Analysing behaviour, exclusions, attendance and sanctions.
- Using Leuven scales to identify children in EYFS who need support.
- Staff report concerns about individual children to the relevant lead persons.
- "Worry Boxes" in each class for children to raise concerns which are checked by the Class Teachers
- Pupil Progress Review meetings termly
- Regular meetings for staff to raise concerns.
- Gathering information from a previous school at transfer.
- Enabling children to raise concerns to any member of staff and reminding them of their 'network' of support.
- Enabling parents and carers to raise concerns to any member of staff.

7. Any member of staff concerned about a pupil will take this seriously and talk to the Mental Health Lead & Lead Thrive Practitioner , SENCo or the Head of School.

7.1 These signs might include:
- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Wearing long sleeves in hot weather.
- Physical signs of harm that are repeated or appear non-accidental.

- Repeated physical pain or nausea with no evident cause.

7.2 Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

7.3 If there is a concern that a pupil is in danger of immediate harm then the School's child protection procedures are followed. If there is a medical emergency, then the School's procedures for medical emergencies are followed.

8. Disclosures by children and confidentiality

8.1 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 Mental Health Lead or the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.

8.2 All disclosures are recorded and held on the pupil's confidential file in CPOMs, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

9. Assessment, Interventions and Support

9.1 All concerns are reported to the Head of School and SENCo and recorded. We then implement our graduated response or Thrive online system to identify the need if appropriate. The levels of need identified will enable us to ensure that children get the support they need, either from within the School or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

10. Support for friends

10.1 We recognise that when a pupil is experiencing mental health problems it can be challenging for their friends, who often want to help them but are not sure the best thing to do and can also be emotionally affected. In the case of eating disorders and self-harm, it is possible that friends may learn unhealthy coping strategies from each other, and we will consider on a case-by-case basis what support might be appropriate including one to one and group support.

10.2 We will involve the pupil who is suffering, and their parents, and consider what is helpful for friends to know and what they should not be told, how they can best support, things they should avoid doing/saying which may inadvertently cause upset and warning signs that their friend needs help. We will also make information available about where and how to access information and support for themselves and healthy ways of coping with the difficult emotions they may be feeling.

11. Working with specialist services to get swift access to the right specialist support and treatment

11.1 In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders.

11.2 We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the children' Individual Care Plan.

11.3 School referrals to a specialist service will be made by the Mental Health Lead or the SENDCO following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil's specific needs.

Main Specialist Service	Referral process
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
Educational Psychologist	Accessed through the Mental Health Lead or SENDCO
Mental Health in Schools Team. (MHST)	Accessed through NHS Coventry & Warwickshire. and school Mental Health Lead

12. SEND and mental health

12.1 Persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age. In some cases, the child may benefit from being identified as having a special educational need (SEN).

13. Involving parents and carers - Promoting mental health

13.1 We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children who do have mental health needs.

13.2 We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing, based on a list of risk factors pertaining to the child or family. It is very helpful if parents and carers can share information with the school so that we can better support their child from the outset. All information will be treated in confidence.

14.   To support parents and carers:

14.1 We provide information and websites on mental health issues and local wellbeing and parenting programmes. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves.

15.   Supporting parents and carers with children with mental health needs

15.1 We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common, that the school has experience of working with similar issues and that help and advice are available.

15.2 When a concern has been raised, the School will:
- Contact parents and carers and meet with them (In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.)
- Offer information to take away and places to seek further information
- Be available for follow up calls.
- Make a record of the meeting.
- Agree a mental health Individual Care Plan including clear next steps.
- Discuss how the parents and carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.

15.3 Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves. We make every effort to support parents and carers to access services where appropriate. Our primary concern is the children, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

16.   Supporting and training staff

16.1 We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help. We work with MHST to raise awareness amongst staff and support identification and provision in our school.

16.2 Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing: Head of School provides lunch once a term to support opportunity for team to come together; advise teachers not respond to emails from 6 p.m. Friday to 8 a.m. Monday morning; offer PPA to take place at home on appropriate occasions; aim to support teachers attend own children's school events.

17.   Monitoring and Evaluation

17.1   The mental health and wellbeing policy is on the school website and hard copies are available to parents and carers from the school office. All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our mental health work.

17.2   The policy is monitored at an annual review meeting led by the Mental Health Lead and involves staff with a responsibility for mental health, including specialist services supporting the school and governors.

Appendix 1

Where to get information and support

For support on specific mental health needs

Anxiety UK
OCD UK
Thrive Talk
Eating Disorders and Stem 4
National Self-Harm Network & Alumina
Papyrus – suicide preventation

For general information and support
Young Minds: champions young people's mental health and wellbeing
Mind: advice and support on mental health problems
Minded (e-learning)
Time to Change: tackles the stigma of mental health
Solihull Approach: parenting support and advice through

online course

 Rethink Mental Illness: challenges attitudes toward

mental health

Ann Freud Organisation: a wealth of information for families and staff
Mentally Healthy Schools: ideas and resources for schools
Family Information Service: numerous links to advice and support

Specific support for education staff:

 https://www.educationsupport.org.uk/
https://wellbeing.class.championhealth.co.uk/dashboard/ online portal for school staff
https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staffwellbeing/
https://neu.org.uk/advice/coronavirus-what-you-need-know-staff-mental-health-and-wellbeing

Universal Provision

- Quality first teaching
- Attendance monitoring
- Growth Mindset/BLP
- Christian virtues assemblies
- School vision & values assemblies
- Golden Rules to support making the right choices
- Golden Brick awards encourage mindful behaviour
- Protective Behaviours
- Jigsaw RSE & PSHE
- Forest School
- Practice sharing through staff meetings and CPD
- Mental Health in Schools Teams (MHST)

- Individual & whole school Thrive
- 3B4ME
- Head of School stickers
- Recognition boards
- Merit points
- Golden Bricks
- Pupil voice: School Council
- Pupil questionnaires
- Y6 Managers
- House Captains
- Sports Captains
- On-line safety
- Meet & greet
- Team Teach
- Pre-& post teach

Targeted

- Counsellor
- 1:1 Thrive
- COMPASS
- MHST
- Transition sessions

- Post LAC Support
- SEND support
- External agency: STS, MHST, SALT, OT, FIS, Early Help,
- MASH
- Wellcomm Tool

Personalised

- 1:1 Thrive
- Individualised timetable
- Safe Place
- Risk Management Plan
- Parenting Support
- Counselling Service

- Educational Psychologist
- Education Healthcare Plan
- Dimensions Tool
- RISE/CAMHS
- Police
- MASH