

Mental Health & Emotional Wellbeing Policy

St. George's Primary School

Policy reviewed and adopted by the Board of Trustees

Summer 2022

Version

V1

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Responsible Committee:

Local Governing Body

Monitoring:

Trust Board

Related Policies

Children with Health Needs who cannot Attend School
Designated Teacher for Looked After & Previously Looked After Children
First Aid
Safeguarding
Supporting Pupils with Medical Conditions

Where is this policy published or saved?

School Policy Drive

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1 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values¹

Thrive Co-operative Learning Trust **understands *thriving to mean learning***, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when ***we work together for the common good***. This sense of agency plays out at three scales as it affects the future of ***the individual, their community (local and national), and their planet***.

To thrive, pupils and staff need **environments that are safe, for equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

2 Introduction

Prior to final approval by the **LGB**, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

3 Policy Statement

At St. George's Primary School, we are committed to promoting positive mental health and emotional wellbeing to all

¹ Thrive's values are directly descended from the [Co-operative Values](#)

students, their families and members of staff and governors. Our open culture allows students' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

4 Scope

This policy is a guide to all staff, including non-teaching and Governors, outlining St. George's Primary School's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies.

5 Policy Aims

This school aims to:

- promote positive mental health and emotional wellbeing in all staff and students;
- increase understanding and awareness of common mental health issues;
- enable staff to identify and respond to early warning signs of mental ill health in students;
- enable staff to understand how and when to access support when working with young people with mental health issues;
- provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support;
- develop resilience amongst students and raise awareness of resilience building techniques;
- raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

6 Key staff members

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

- Pastoral Staff;
- Designated Safeguarding Lead;
- SENCO;
- School Nurse;
- Jigsaw Coordinators

6.2 If a member of staff is concerned about the mental health or wellbeing of a student, in the first instance they should speak to the SENCO.

6.3 If there is a concern that the student is at high risk or in danger of immediate harm, the school's child protection procedures should be followed.

6.4 If the child presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

7 Individual Education Plans

- 7.1 When a pupil has been identified as having cause for concern, 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 Education Plan should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.
- 7.2 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;
 - Who to contact in an emergency;
 - The role of the school and specific staff.

8 Teaching about mental health

- 8.1 The skills, knowledge and understanding our students need to keep themselves, and others, physically and mentally healthy and safe are included as part of our PSHE curriculum and Jigsaw programme.
- 8.2 We will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively.
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing>
- 8.3 Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people.
- 8.4 Additionally, we will use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges. See Section 14 for Supporting Peers

9 Signposting

- 9.1 We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services. Within the school and through our communication channels (newsletters, websites, social media), we will share and display relevant information about local and national support services and events.
- 9.2 The aim of this is to ensure pupils understand:
- What help is available;
 - Who it is aimed at;
 - How to access it;
 - Why should they access it;
 - What is likely to happen next

10 Sources or support at school

10.1 School Based Support - full range of support available to pupils.

- Family Links Officer support;
- School Nurse support;
- IEPs;
- Emotional well-being clubs, including mindfulness colouring, arts and craft;
- Peer massage;
- Jigsaw PSHE curriculum;
- Jigsaw families;
- Parent support groups.

10.2 Local Support

CAMHS partnership, a group of providers specialising in children and young people's mental health wellbeing. CAMHS delivers accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation.

11 Warning Signs

11.1 Staff may 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 alert Amiee Gemmell, Emotional Wellbeing Practitioner.

11.2 Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated or appear non-accidental;
- Changes in eating / sleeping habits;
- Increased isolation from friends or family, becoming socially withdrawn;
- Changes in activity and mood;
- Lowering of academic achievement;
- Talking or joking about self-harm or suicide;
- Abusing drugs or alcohol;
- Expressing feelings of failure, uselessness or loss of hope;
- Changes in clothing ie long sleeves in warm weather;
- Secretive behaviour;
- Skipping PE or getting changed secretly;
- Lateness to, or absence from school;
- Repeated physical pain or nausea with no evident cause;
- An increase in lateness or absenteeism

12 Targeted support

12.1 We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

- 12.2 We work closely with school nurses and their teams in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.
- 12.3 We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:
- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
 - Working closely with Hull City Council Children’s Services, CAMHS and other agencies services to follow various protocols including assessment and referral;
 - Identifying and assessing in line with the Early Help Threshold Document (EHASH), children who are showing early signs of anxiety, emotional distress, or behavioural problems;
 - Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Education Plan as the first stage of a ‘stepped care’ approach;
 - Providing a range of interventions that have been proven to be effective, According to the child’s needs;
 - Ensure young people have access to pastoral care and support, as well as specialist services, including CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
 - Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality;
 - Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
 - The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

13 Managing disclosures

- 13.1 If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.
- 13.2 All disclosures should be recorded confidentially on the student’s personal file, including:
- Date;
 - Name of member of staff to whom the disclosure was made;
 - Nature of the disclosure & main points from the conversation;
 - Agreed next steps.
- 13.3 This information will be shared with Amiee Gemmell, Emotional Wellbeing Practitioner or Louise Oddy, Headteacher.

14 Confidentiality

- 14.1 If a member of staff feels it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will be first discussed with the pupil and parental consent will be obtained. We will tell them:
- Who we are going to tell;

- What we are going to tell them;
- Why we need to tell them;
- When we're going to tell them.

14.2 It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

14.3 If a pupil gives us reason to believe that they are at risk, or there are child protection issues, EHASH will be contacted for advice about whether parents should not be informed, but the child protection procedures should be followed.

15 Whole school approach

15.1 Working with parents/carers

15.1.1 If it is deemed appropriate to inform parents there are questions to consider first: Can we meet with the parents/carers face-to-face?

- Where should the meeting take place? Some parents are uncomfortable in school premises so consider a neutral venue if appropriate;
- Who should be present? Students, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

15.1.2 We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

15.1.3 Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

15.1.4 Ensure a record of the meeting and points discussed/agreed are added to the student's record on CPOMs.

15.2 Supporting Parents

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing.

This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

16 Supporting Peers

16.1 When a student 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 student who is suffering and their parents 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)

16.2 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.

17 Training

17.1 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 to enable them to keep students safe. A nominated member of staff will receive professional Mental Health First Aid training.

17.2 We will host relevant information on our website for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

17.3 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.

17.4 Where the need becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health.

17.5 Suggestions for individual, group or whole school CPD should be discussed with Amiee Gemmell, Emotional Wellbeing Practitioner or Louise Oddy, Headteacher, who can also highlight sources of relevant training and support for individuals as needed.

18 Policy Review

This policy will be reviewed every three years as a minimum. The first review date is September 2025

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Louise Oddy, Headteacher. Any personnel changes will be implemented immediately.