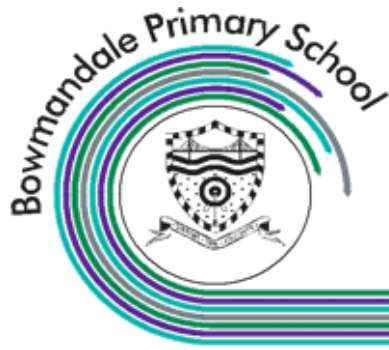




Straight... True... Successful

Mental Health & Emotional Wellbeing Policy

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1.0 Policy Statement

At Bowmandale Primary School, we are committed to promoting positive mental health and emotional wellbeing for all stakeholders, including children, their families, members of staff and governors. Our open culture allows children's voices to be heard and we use effective policies and procedures to ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

2.0 Scope

This policy is a guide to all staff, including non-teaching staff and governors, outlining Bowmandale Primary School's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies, such as our PSHE & RSE Policy, our Child Protection Policy and our Safeguarding Policy.

3.0 Policy Aims

At Bowmandale Primary School we aim to:

- Promote positive mental health and emotional wellbeing in all staff and children.
- Increase understanding and awareness of common mental health issues.
- Use a whole school relational and restorative approach to support all children to meet their emotional and wellbeing needs.
- Enable staff to identify and respond to early warning signs of declining mental health or emotional wellbeing in children.
- Enable staff to understand how and when to access support when working with children and young people with mental health issues.
- Provide the right support to children with mental health issues, and/ or know where to signpost them and their families for specific support.
- Promote resilience amongst children and raise awareness of resilience building techniques through our Growth Mindset approach.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues.
- Ensure that staff are supported in relation to looking after their own wellbeing; instilling a culture of staff and pupil welfare where everyone is aware of signs and symptoms with effective signposting, underpinned by behaviour and welfare around school.
- Support children through a comprehensive pastoral support system, co-ordinated by the key staff members outlined below.

4.0 Key staff Members

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

- Headteacher – Ellie Dunstan
 - Deputy Headteacher – Lesley Lombard
 - Learning Mentor & Mental Health Champion – Yvonne Joy
 - Designated Safeguarding Leads – Ellie Dunstan, Lesley Lombard, Yvonne Joy
 - SENCO – Lesley Lombard
 - PSHE/ RSE Co-ordinator – Claire Havercroft
 - RSE Senior Lead – Lesley Lombard
 - Governor responsible for Mental Health – Tracy Vickers
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- If a member of staff is concerned about the mental health or wellbeing of child, in the first instance they should log their concerns on CPOMs and speak to the Headteacher or Deputy Headteacher, who can co-ordinate support via the Learning Mentor or an appropriate member of support staff. (Support staff should ensure that teachers are aware if they are reporting this.)
 - If a family is in need of additional support or signposting beyond the school's universal pastoral offer, the Learning Mentor will carry out an Early Help Assessment to enable the appropriate services and further support to be accessed.
 - If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed in line with the policy.
 - If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary (reference would always be made to a child's Individual Healthcare Plan if they have one).

5.0 Individual Care Plans

When a child has been identified as having cause for concern, they have received a diagnosis of a mental health issue, or they are receiving support through CAMHS or another organisation, it is recommended that an Individual Healthcare Plan (IHP) should be drawn up. The development of the plan should involve the pupil, parents/ carers, and relevant professionals. Alternatively, this may be detailed in an Early Help Assessment or EHCP as appropriate.

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 the school and specific staff

6.0 Teaching about Mental Health

The skills, knowledge and understanding our children need to keep themselves - and others - physically and mentally healthy and safe are included comprehensively as part of our PSHE and RSE curriculum and through our assembly programme which addresses national and local initiatives associated with keeping safe and healthy.

We will follow the guidance issued by the government to prepare us to teach about mental health and emotional health safely and sensitively. Incorporating this into our curriculum via the Jigsaw PSHE programme and our biannual BigTalk Sex and Relationships Education sessions enables us to promote children's wellbeing through the development of healthy coping strategies and an understanding of children's own emotions as well as those of other people.

Additionally, we will use this programme as a vehicle for providing children who do develop difficulties, with strategies to keep themselves healthy and safe, as well as supporting children to support any of their friends who are facing challenges.

7.0 Signposting

We will ensure that staff, children and parents/carers are aware of the support and services available to them, and how they can access these services. Within the school (noticeboards, staff room, classrooms, leaflets, etc.) and through our communication channels (newsletters, our website, APP, whole school assemblies), we will share and display relevant information about local and national support services and events. We have a specific 'Emotional Wellbeing' tab on our website, which enables us to signpost families to enable them to access help and support should they need it.

The aim of this is to ensure children and families to 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

In addition to this, we run a half termly SEND Coffee morning, whereby professionals from a range of agencies including CAMHS, attend and share their offer and signpost further support to families.

8.0 Sources or support at school and in the local community

School Based Support

We run a comprehensive pastoral support programme, which enables us to support children in a range of different ways according to their need:

- Our whole school approach to Growth Mindset and our restorative ethos supports all children to know that it is OK to make mistakes and builds resilience.

- Our Learning Mentor/ Mental Health Champion is a fully trained counsellor who able to work on a 1:1 basis with children in a therapeutic capacity or to deliver recognised therapeutic interventions such as 'Think Good, Feel Good' or 'Liking Myself'.
- Our Learning Mentor runs group sessions to improve social skills or to boost self-esteem, such as Happy to be Me' or gardening club.
- Our Learning Mentor works with children on an adhoc basis when children require additional support or they highlight a worry they may have via the 'worry box'.
- Our Learning Mentor supports whole families in a range of ways, including the Early Help Pathway and supporting families with attendance.
- Our Learning Mentor also runs Outdoor Adventure Learning sessions with small groups of children to boost self-esteem, confidence and learning behaviours.
- The school has three named Safeguarding Leads who are qualified in Level 3 Safeguarding to enable them to fully address children's safeguarding needs.
- We provide other avenues of pastoral support using identified strategies from the Boxall Profile to address difficulties with social, emotional and mental health.

Local Support

In Barton, there are a range of organisations and groups offering support, including Barton Children's Centre and CAMHS, which specialise in children and young people's mental health and wellbeing. There are also a range of websites where families can access resources and activities which may help children and their families. These are signposted on the Emotional Wellbeing tab of the school's website.

- <https://www.mind.org.uk/>
- <https://youngminds.org.uk/>
- <https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/child-and-adolescent-mental-health-services-camhs/>
- <https://www.rethink.org/>
- <https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people>
- <https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/>
- <https://www.nspcc.org.uk/>
- <https://www.barnardos.org.uk/>
- <https://www.northlincs.gov.uk/people-health-and-care/childrens-centres-in-north-lincs/our-childrens-centres/barton-childrens-centre/>
- <https://www.actionforchildren.org.uk/support-for-parents/children-s-mental-health/>

9.0 Warning Signs

Staff may become aware of warning signs which indicate a child 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, in the first instance, log any concerns on CPOMs and speak to either Ellie Dunstan or Lesley Lombard, who can co-ordinate the appropriate pastoral support.

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 – e.g. 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

10.0 Targeted support

We recognise that 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.

We work closely with a range of services via the Early Help Assessment Tool in supporting the emotional and mental health needs of school-aged children and we are equipped to work at community, family and individual levels.

We ensure timely and effective identification of children 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 North Lincolnshire Children's Services, CAMHS and other agencies such as Barton Children's Centre to follow various protocols including assessment and referral;
- Identifying and assessing in line with the Early Help Assessment Tool (EHAT), 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 Care 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.

11.0 Managing Disclosures

If a child chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental. All disclosures should be recorded confidentially on CPOMS, to include the nature of the disclosure & main points from the conversation and agreed next steps. This information will be shared automatically with any of the three named Safeguarding Leads as outlined in this policy, although concerns of a more serious nature should always be followed up in person.

12.0 Confidentiality

If a member of staff feels it is necessary to pass on concerns about a child to either someone within or outside of the school, then this will be first discussed with the child. 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

It is also important to safeguard staff emotional wellbeing. By sharing disclosures with a colleague, this ensures that one single member of staff isn't solely responsible for the child. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support. We offer a supervision for staff on a regular basis to support staff in terms of emotional wellbeing.

Parents/ carers must always be informed, but children may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/carers.

If a child gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

13.0 Working with and Supporting Families

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

- Ensuring all parents/ carers 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, APP, 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 the Children's Centre 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.

14.0 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 to enable them to keep children safe. A nominated member of staff will receive professional Mental Health First Aid training or equivalent.

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 developing situations with one or more children.

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