

# Claverley CE Primary School



## Emotional Health and Wellbeing Policy

March 2024

## **Claverley Vision and Mission**

‘Encourage one another, and build each other up’ (1 Thessalonians 5:11) to make the ***best*** of the lives we have been gifted by God by ***b***elieving we can change things for the better; ***r***especting our environment and each other; ***s***upporting our friends and community and ***t***aking every opportunity to learn.

Claverley CE Primary School is committed to safeguarding and promoting the welfare of the children and expects all staff and volunteers to share this commitment.

This policy was written in consultation with staff, pupils and parents. When we talk about the mental health of our children/young people, we use the definition by the World Health Organisation.

*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 Organisation)*

## **Policy Statement**

At Claverley CE Primary School, we are committed to supporting the emotional health and wellbeing of our pupils/students and staff. Our supportive and caring ethos is part of our culture, and we believe that supporting emotional health and wellbeing is the responsibility of every adult working in school.

At Claverley CE School, we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional support with their emotional wellbeing and mental health. We take the view that positive mental health is everybody’s business and that we all have a role to play.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health provision, policies and procedures we can promote a safe and stable environment for children/young people affected both directly, and indirectly by mental ill health.

### **At Claverley CE Primary School we:**

- teach and support children/young people’s understanding of their emotions and feelings as we grow and change.
- ensure children/young people feel comfortable about sharing concerns or worries about their emotional wellbeing and mental health.
- teach children/young people that it is okay not to be okay.

- educate children/young people about healthy relationships and support them to form and maintain relationships appropriate for their age and stage in life.
- promote the importance of a growth mindset, good self-esteem and ensure children know that they have equal value to anyone else.
- encourage children to be confident in themselves and have a sense of pride in being who they are.
- support and develop children to develop a growth mindset with emotional resilience and to manage setbacks in their lives.

**We promote a positive mental health culture by:**

- Taking openly about our emotions and mental health, so that we can begin to remove the stigma associated with it.
- Modelling healthy relationships with colleagues and actively listening to children/young people so they know that they will be supported if requested.
- Promoting our school values and ethos and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making and democracy.
- Celebrating academic and non-academic achievements in life.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others, including participating in school parliaments, student voice forums and children/young people safeguarding boards.
- Providing opportunities to reflect on the choices they make and the consequences of these.
- Supporting children/young people to access the right support at the right time.

**We pursue our aims through:**

- A universal, whole school approach to supporting the emotional health and wellbeing of all children/young people. This includes a taught curriculum for all about mental health, through the statutory health education curriculum.
- Supporting children/young people to ask for help when dealing with a mental health issue and to see this as a sign of strength.
- Teaching through health education the need to live a healthy lifestyle to keep our minds balanced.
- Spreading awareness about mental health to reduce stigma.
- Offering additional high quality in school support for pupils who are experiencing issues in their own lives that affect their wellbeing, including bereavement.
- Ensuring access to specialised, targeted approaches aimed at pupils with more complex or long-term mental health needs.

## **Scope of this policy**

This policy should be read in conjunction with our safeguarding policy, medical policy, behaviour policy, SEND and inclusion policy, PSHE/Health Education curriculum and equality policy in cases where children/young people mental health needs overlap with these.

## **Emotional Health and Wellbeing lead members of staff**

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

- Designated child protection / safeguarding leads (HT –Jo Derrer and Deputy DSL- Amy Pinches).
- Mental Health and Emotional wellbeing lead (Amy Pinches)
- SENDco (Helen Harper-Jones)

The skills, knowledge and understanding needed by our children/young people to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons is determined by the needs of the pupils within the year group and school. The teaching about mental health and emotional wellbeing is linked directly to the statutory guidance for Health Education (September 2020).

## **Raising concerns about mental ill health**

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to a mental health lead in the first instance. If there is a concern that the pupil is in danger of immediate harm, then the normal child protection/safeguarding procedures should be followed with an immediate referral to the designated safeguarding lead or the headteacher. If the pupil presents a medical emergency, then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

The referral route for BEE-U (Child and Adolescent Mental Health Service) is via a GP or the school.

## **Targeted support**

At Claverley CE Primary School, we offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Managing feelings resources e.g. 'worry boxes'
- Emotion Coaching
- Developing wellbeing and resilience
- Group Work/Mental health and wellbeing groups
- Therapeutic activities including art, relaxation and mindfulness techniques.
- Therapeutic strategies including Cognitive Behaviour Therapy, Solution Focused Brief Therapy and Motivational Interviewing
- Toolbox of Wellbeing
- Social Stories

- No Worries
- Calm Brain
- Sleep Champion
- BEAM – Children’s Society
- KOOH

### **Individual Health 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 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

### **Signposting**

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

We will share relevant mental health information on our website and in our newsletters as well as displaying sources of support in communal areas such as staffrooms, across school displays, and toilets and will regularly highlight sources of support to children/young people within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of child/young person 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**

When assessing children/young people’s mental health we should take into account:

- Attendance
- Punctuality
- Relationships between peers
- Approaches to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances

- Recent bereavement
- Health indicators

**Possible warning signs 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
- Children/young people making comments about wanting to die, wishing they were dead
- 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
- Refusal to take part in 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

**Managing Disclosures**

A child/young person 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 child/young person 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 child/young person's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be documented on CPOMS clearly. Any written record should include (this should be uploaded onto CPOMS):

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation in the child's words as much as possible
- Who the information has been shared with
- Agreed next steps

This information will be shared with the mental health lead and designated safeguarding leads, who will contact other professional services if necessary and offer support and advice about next steps.

### **Confidentiality**

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a child/young person on, then we should discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a child/young person without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and/or a parent.

Disclosures should always be shared with the Designated Safeguarding Lead to safeguard the child/young person and the emotional wellbeing of the staff involved, as we are no longer solely responsible for the child/young person, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the child/young person and discuss with them who it would be most appropriate and helpful to share this information with. Parents must always be informed.

If a child/young person gives us reason to believe that there may be underlying child protection issues, the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead must be informed immediately, they will then seek advice from Strengthening Families.

### **Working with other agencies and partners**

As part of our targeted provision at Claverley CE Primary School we work with other agencies to support children's emotional health and wellbeing, and these include:

- Emotional Health and Wellbeing Public Health School Nurse
- Educational Psychology Services
- Woodlands Outreach
- Paediatricians – if the child is registered
- BEE-U (child and adolescent mental health service) – Andy Cooke
- Counselling services
- Early Help and Support
- Social Care
- KOOTH
- BEAM

<https://shropshire.gov.uk/early-help/practitioners/the-early-help-offer-provision-of-early-help-services/bee-u-children-s-mental-health-and-wellbeing/>

## **Working with Parents**

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents, 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?
- Who should be present? Consider parents, the child/young person, other members of staff.
- What are the aims of the meeting?

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

It may be necessary to highlight further sources of information and signpost parents to where further information can be found. It is possible that parents may find it hard to take much in whilst coming to terms with the news about their child. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We will always provide clear means of contacting the school with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. We aim to finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

## **Working with all Parents**

Parents are often very welcoming of support and information from the school about supporting their child/young person's emotional and mental health. In order to support parents, we will:

- Be open and honest about mental health and demonstrate a commitment to supporting all children/young people and their families.
- Highlight sources of information and support about common mental health issues on our school website.
- Ensure that all parents are aware of who to talk to, and how to access this support, if they have concerns about their own child or a friend of their child.
- Involve parents in events that raise awareness of mental health in children and young people.
- Make our mental health policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children, through whole school events, information sessions and the school website.



- Keep parents informed about the mental health topics children/young people are learning about in PSHE and share ideas for extending and exploring this learning at home.
- Support parents with their own mental health needs by understanding what support is available locally.

### **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 self-harm 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 child/young person who is experiencing mental ill health 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 may see and therefore help by seeking support from trusted adults help

### **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

### **Training for school-based staff**

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 children/young people safe. Mental health Leads attending Future in Mind Telford, receive three full days of CPD each year, along with the resources and slides to cascade their learning to staff and parents.

In addition, schools can access additional support through the Education Psychology Service and behaviour Support Advisory Team. For further support, cases should be presented to the Emotional health and Wellbeing Panel. Our Learning Mentor attends training sessions to keep up to date on mental health research, current thinking and resources.

Books Beyond Words:

<https://booksbeyondwords.co.uk>

Nurture UK:

<https://www.nurtureuk.org>

Professional Based support

BEAM The Children's Society

Kooth – Angela Jones - [angela.jones@xenzone.com](mailto:angela.jones@xenzone.com)

<https://about.kooth.com/covid19-data/>

Web based

Coffee Time with Dr Tina Rae – These 1 hour sessions cover the following: Using tools from CBT with children and young people, anxiety, grief and loss, understanding and using mindfulness, positive psychology, understanding trauma, emotional literacy and emotion coaching, peer group supervision, self-esteem and growth,

[https://www.google.com/search?q=Dr+Tina+Rae+U+tube&rlz=1C1GCEA\\_enGB860GB861&oq=Dr+Tina+Rae+U+tube&aqs=chrome..69i57.5754j0j1&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=Dr+Tina+Rae+U+tube&rlz=1C1GCEA_enGB860GB861&oq=Dr+Tina+Rae+U+tube&aqs=chrome..69i57.5754j0j1&sourceid=chrome&ie=UTF-8)

Engagement for Learning - <https://engagement4learning.com/> - The Engagement for Learning Framework is a resource for educators, including teachers, teaching assistants and therapists working in both mainstream and special education.

Adverse Childhood Experiences - training linked to Adverse Childhood Experiences

<https://www.acesonlinelearning.com/>

NSPCC – [www.nspcc.org.uk](http://www.nspcc.org.uk)

Mental Health Foundation – [mentalhealth.org.uk](http://mentalhealth.org.uk)

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

<https://youngminds.org.uk/blog/what-to-do-if-you-re-anxious-about-coronavirus/>

<https://mentalhealth.org.uk/coronavirus/talking-to-children>

[https://kely.org/assets/docs/Resources/Information/Mental-Health/Coolminds\\_Staying-well-during-coronavirus-outbreak.pdf](https://kely.org/assets/docs/Resources/Information/Mental-Health/Coolminds_Staying-well-during-coronavirus-outbreak.pdf)

<https://www.mentallyhealthyschools.org.uk/media/1960/coronavirus-mental-health-and-wellbeing-resources.pdf>

<https://www.mind.org.uk/information-support/for-children-and-young-people/coronavirus/coronavirus-and-your-wellbeing/>

<https://www.kooth.com/>

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