



WHITLEY PARK PRIMARY AND NURSERY SCHOOL



Mental Health and Emotional Wellbeing Policy

Agreed: Full Governing Body Committee 17 th July 2019		Review by Headteacher: July 2022
	Signed	Date
Head teacher		
Chair of Committee		



Whitley Park Primary and Nursery School

Mental Health and Emotional Wellbeing Policy

Policy Statement:

At Whitley Park Primary School, emotional wellbeing and good mental health is equally as important as academic achievement. We believe that one cannot be attained without the other being nurtured.

We aim to provide children with the tools to develop a strong moral compass, to find resilience within and to strive for and believe in a future for themselves that is filled with purpose and joy.

At our school, we aim to promote positive mental health for every child, parent / carer and member of staff. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at identified vulnerable pupils and families.

Ethos:

Whitley Park aims to support and teach skills to pupils and staff to increase their awareness of emotional health and wellbeing.

Two key elements to support good mental health are:-

- Feeling Good – experiencing positive emotions like happiness, contentment and enjoyment. Including feelings like curiosity, engagement and safety.
- Functioning Well – how a person is able to function in the world, this includes positive relationships and social connections, as well as feeling in control of your life and having a sense of purpose.

To promote therapeutic thinking for mental health and wellbeing, Whitley Park aims to:

- To develop a whole school approach for both pupils and staff.
- To work together with families.
- To provide a holistic and multi- agency approach that is identified in the children's individual support plans.
- To make long term sustainable changes in line with LA wide plans for therapeutic and trauma informed approaches to behaviour.



All staff have a responsibility to promote the mental health and emotional wellbeing of pupils. Staff with a specific, relevant responsibility and training include:

- Designated Safeguarding Officers - Mrs Salter (HT), Ms Jackson (DHT), Mrs Thompson (DHT), Mrs Holland (EYRs Lead), Mrs Rivers (SENCO) and Mrs Buckner
- Child Welfare Officer - Mrs Buckner
- Therapeutic Support Worker and Mental Health Lead – Natilie Cocker
- All trained ELSAs - Ms Rendulic, Mrs Clare, Mrs Ashcroft and Mrs Barnard

Pupil Identification:

Any member of staff who is concerned about the mental health or wellbeing of a child should speak to the Therapeutic Support Worker (mental health lead) in the first instance.

If there is a fear that the child is in danger of immediate harm then the normal safeguarding procedures should be followed with an immediate referral to a Designated Safeguarding Officer using CPOMs - the school's secure information sharing database.

If the child 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 School's Child Welfare Officer will take responsibility for referrals to outside agencies such as CAMHS or Early Help Hub if needed.



Pupil Wellbeing Interventions

	<u>Approaches</u>	<u>Intervention</u>
Whole School approach	Curriculum policy to include a focus on wider curriculum	<ul style="list-style-type: none"> Targeted conversations – one page profile – Behaviour Support Plans – Individual Learning Plans Classroom support to aid self-regulation – cool down cave – emotional responders – self-referring for Bubble chats Nurture groups run by individual classes Mindfulness practice in class every afternoon Individual classroom support ePEP meetings alongside professionals and parents Team Around the Child Meetings Aligning with a therapeutic and trauma informed approach to behaviour and mental health from all staff
	Teaching and Learning approaches	
	Holistic/Multi-agency approach	
	Staff Training	
Targeted Support	Occupational Therapy	<ul style="list-style-type: none"> Group ELSA sessions for identified pupils meeting weekly for at least a full term around specific emotional literacy themes Music mentoring sessions for identified pupils 1:1 or in groups Play therapy for more intensive therapeutic intervention, meeting weekly for as long as is needed in a room known as The Bubble Parent-child therapy to promote positive attachment Ad-hoc Bubble chat appointments for children who self-refer or are referred by parents or teachers Ad-hoc scheduled time for pupils with Jeffrey the Therapy Dog Lego Therapy Massage Therapy
	Speech and Language	
	Wellbeing Interventions	

Identified pupils will receive bespoke intervention packages delivered by trained staff who have undertaken relevant training.



Looked After Children

The LA Virtual School Head – Clare Houlton will be made aware of information about all looked after children's physical, emotional or mental health that may have an impact on his or her learning and educational progress, this will be indicated in their Personal Education Plan (PEP) and the school policy will be shared with the virtual school head, linked to the statutory guidance articulated in the DfE (2015) document. The school policy for LAC will be shared with the Virtual School Head, linked to the statutory guidance articulated in the DfE (2015) document.

Staff Identification

It is recognised at Whitley Park that promoting staff health and emotional well-being should be an integral part of the whole school approach to mental health and wellbeing. Therefore training and signposting to materials about mental health and emotional wellbeing will be made available for all staff. An open door policy to senior leadership is always made available if staff have any issues of concern. The school counsellor is also available for staff if needed.

Staff Wellbeing Support and Interventions

	Approaches	Intervention
<u>Whole School Approach</u>	A senior leadership team and governing body committed to providing all staff with listening support in relation to emotional wellbeing and recognition of this within performance management discussions.	<ul style="list-style-type: none">• Open door policy, contactable governing body and flexible Emotional Wellbeing appointment planning.• Information sharing from lead practitioners• Signposting to additional CPD courses
	Work life Support and Flexibility for personal wellbeing appointments within school time.	
	Library of resources and Online training with Mind Ed and planned CPD opportunities.	
<u>Whole School offer</u>	Emotional Wellbeing Staff meetings and Inset Days	<ul style="list-style-type: none">• Planned staff meeting with trained professional guest speakers.• L.A Employment based incentive for Health and Fitness.• Appointments can be made with school based Counsellor
	LA Corporate discounts for Health and Fitness facilities.	
	Signpost to confidential Counselling services	
<u>Targeted support</u>	Debriefing/support sessions for all staff working in classes for pupils with complex medical needs or challenging behaviour from the SLT, Child Welfare Officer and Therapeutic Support Worker	
	Significant incidents – debriefing/counselling with a trained professional for all staff involved in a significant incident.	



Procedure for Concern in relation to mental health issues

If a pupil 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 pupil's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded on our secure information sharing database (CPOMS) under the most relevant heading and should include:

- Correct date of disclosure
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Action recorded by relevant safeguarding officer/mental health lead

Confidentiality

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

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

Working with All Parents and Carers

In order to support parents with their children's emotional or mental health needs we will:

- Highlight sources of information and support about common mental health issues.
- Ensure that all parents are aware of who they can talk to, and how to get the support they need if they have concerns about their own child or a friend of their child.
- Make our mental health policy easily accessible to parents via the school website.
- Share ideas about how parents can support positive mental health in their children through our regular review meetings.

Staff Training and CPD

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 in order to enable them to keep students safe. The MindEd www.minded.org.uk learning portal provides free online training suitable for staff wishing to know more about a specific issue.



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. Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health. Suggestions for individual, group or whole school CPD should be discussed with SLT, who can also highlight sources of relevant training and support for individuals as needed.

Monitoring and Review

This policy will be approved by the FGB and then reviewed and approved by the Head Teacher every 3 years.

This policy will always be immediately updated to reflect personnel changes and legislation.

References

- Bond (2014) Children and Young People with Disabilities – Understanding their Mental Health
DfE (2016) Counselling in Schools: a blueprint for the future
DfE (2016) Mental Health and Behaviour in Schools.
DfE (2015) Minimum Care Standards
DfE (2015) Promoting the health and well-being of looked-after children Statutory guidance for local authorities, clinical commissioning groups and NHS England
Department of Health (2014) Promoting emotional wellbeing and positive mental health of children and young people.
Public Health England (2014) The link between public health, wellbeing and attainment.
Public Health England (2015) Promoting children and young people's emotional health and wellbeing.
Tucknott M (2016) Mental Health and Behaviour in schools for Managers.
Mind Ed (n.d) www.minded.org.uk Accessed Online.
Telephone counselling service <https://www.educationsupportpartnership.org.uk/helping-you/telephone-support-counselling>