



Emotional Health and Wellbeing Policy

Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms. 1 Peter 4:10

1. Mental Health Definition

“Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.”

World Health Organisation, 2018

2. Policy Statement

At Canon Burrows CE Primary School we act with determination to support all to achieve Jesus' promise of 'life in all its fullness' at its heart. Our Christian vision and values shape all that we do and we aim to promote positive mental health for every pupil, member of staff and our parents/carers. We encourage everyone to use their gifts and talents they have received from God to help look after themselves and others, ensuring the best for everyone. We are committed to making a difference; we are not passive players in young people's lives but active participants who can and do make a real difference.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues. We pursue these aims using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

At Canon Burrows CE we want all children to:

- Understand their emotions and experiences;
- Form and maintain friendships and relationships;
- Be able to express a range of emotions appropriately;
- Develop resilience and cope with setbacks;
- Manage the stresses of everyday life and be able to deal with change;
- Learn and achieve.

3. Legal Framework

3.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Education Act 2002
- Mental Capacity Act 2005

- Children Act 1989

2.2 This policy has been created with regard to the following DfE guidance:

- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2016) 'Counselling in schools: a blueprint for the future'
- DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25'

2.3 This policy also has due regard to the school's policies including, but not limited to, the following:

- Administering Medication Policy
- Child Protection Policy, Procedures and Guidance
- Exclusion Policy
- Positive Behaviour Management Policy
- Safeguarding Policy, Procedures and Guidance
- SEND Information Report
- Staff Code of Conduct (Internal to the school)
- Supporting Pupils with Medical Conditions Policy

The aims of the policy are to:

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our medical policy in cases where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

The policy aims to:

- Promote positive mental health and wellbeing in all staff and pupils so as to prevent mental health problems and facilitate early intervention of mental health problems
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of poor mental health and wellbeing
- Provide support to staff working with young people with mental health and wellbeing issues
- Provide support to pupils suffering mental ill health and their peers and parents/carers

Lead members of staff

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

- Designated Safeguarding Lead – Miss Suzanne Fildes
- Senior Mental Health Lead – Miss Adamson

- PSHE Coordinator – Miss Adamson
- Pupil Premium Lead- Miss Arnold
- Mental health first aiders – Miss Briggs and Mr Oswald
- Pastoral Lead – Miss Briggs
- SENDCo – Miss Bardsley
- School Chaplain - Mrs Deakin

Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receives 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 sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is outlined in Appendix 1. We will display relevant sources of support in communal areas and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of pupil 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

Teaching about Mental Health and Wellbeing

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. We will follow the PSHE Association guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

We support the mental health and wellbeing of all pupils through:

- A PSHE and wider curriculum, including the use of Zones of Regulation, that teaches children about the importance of and how to look after their mental health and wellbeing
- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- Establishing clear rules, routines and expectations about behaviour
- Encouraging positive, caring and constructive relationships
- Having active listeners, including assistants and adults other than school staff, to whom a child may turn
- Enhancing school and classroom layout with pupils in mind, facilities and resources, such as prayer areas in our classrooms and reflection areas where possible
- Recognising the background of individual pupils and their physical, social and emotional needs
- Consistent support for vulnerable children and those with SEND from learning support, teaching assistants and other agencies where appropriate.
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity.
- Opportunities for pupil leadership through school council, worship leaders, eco club and other roles
- Opportunities for reflection and spiritual development through art, literature, collective worship and the RE curriculum
- Having nurture groups for general wellbeing as well as specific mental health, such as interventions dealing with anxiety or emotions
- Promoting our school rules and values, and encouraging a sense of belonging and community;
- Providing opportunities to develop self-worth;
- Valuing each pupil for who they are;
- Celebrating academic and non-academic achievements;
- Raising awareness amongst staff about early warning signs and symptoms of mental health issues;
- Supporting staff who are struggling with their own mental health.

Warning Signs

School staff may become aware of warning signs which indicate a pupil 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 communicate their concerns with Miss Adamson, our Mental Health Lead, and record their concerns on CPOMS.

Possible warning signs include: (this is not an exhaustive list)

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating and/or 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
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Noticeable changes in appearance/behaviour/attitude
- 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

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.
- All pupils are supported to express themselves and be listened to in a safe environment
- 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.
- PSHE is taught regularly and consistently and gives children opportunities to understand emotions, feelings and learn key skills in how to keep themselves physically and mentally healthy.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

We take a whole-community approach towards the mental health of our pupils. We recognise that many behaviours and emotional problems can be supported within the school environment, or with guidance from external professionals. Our aim is to support the whole family if possible, but we recognise that we are teachers, not mental health professionals. This means regular communication with parents explaining our concerns if appropriate and giving parents guidance about who they can talk to about their children's mental health problems. We involve parents and carers, advise parents to engage the services of mental health professionals if required, and work with professional partners and agencies where necessary.

Managing disclosures

Where a referral to CAMHS is appropriate, this will be led and managed by Miss Adamson as Mental Health Lead or Miss Bardsley as the SENCo. Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Mental Health Lead in the first instance and record their concerns on CPOMS.

A student 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 student 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 student's emotional and physical safety rather than of exploring 'Why?'

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 the DSL. You should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL via CPOMS. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so.

This information should be shared with the mental health lead, Miss Adamson, who will offer support and advice about next steps, including making a referral to CAMHS where necessary.

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.

Confidentiality

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a pupil 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 pupil 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. Particularly if a pupil is in danger of harm.

Parents should be informed if there are concerns about their mental health and wellbeing and pupils may choose to tell their parents themselves. If this is the case, the pupil should be given 24 hours to share this information before the school contacts parents. We should always give pupils the option of us informing parents for them or with them.

If a child gives us reason to believe that there may be underlying child protection issues the DSL, Miss Fildes, must be informed immediately.

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? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the pupil, 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 should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us 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. Finish each meeting with agreed next steps and always keep a brief record of the meeting on CPOMS.

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

- 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 go about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our newsletters, website and Twitter
- Keep parents informed about the mental health topics their children are learning about in PSHE through the termly newsletter for their year group and share ideas for

extending and exploring this learning at home where appropriate through weekly homework.

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 age of the pupil, the pupil 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

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

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 pupils safe.

The MindEd 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 developing situations with one or more pupils.

Parents and staff

If a pupil, parent or staff member requires mental health first aid we follow the action plan below (ALGEE):

- Approach, assess and assist with any crisis
- Listen non-judgmentally
- Give support and information
- Encourage appropriate professional help
- Encourage other supports

Staff Support

We support the mental health and wellbeing of all staff through:

- Curricular planning time within the school week
- Whole school training events, including Safeguarding
- Staff surveys carried out annually to inform decisions
- Access to external counselling
- Work life balance regularly reviewed and acted upon i.e. reduction of unnecessary paperwork, streamlined written reports.
- Staff wellbeing team and mental health first aiders
- Encouragement of social events e.g. staff rounders

Policy Review

This policy will be reviewed every 3 years as a minimum. It is next due for review in March 2025. Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to Miss Adamson our mental health lead. This policy will always be immediately updated to reflect personnel changes.

Helpful Websites

Young Minds: http://www.youngminds.org.uk/for_parents

Childline: <http://www.childline.org.uk> Mind: <http://www.mind.org.uk/>

NHS: <http://www.nhs.uk/livewell/mentalhealth/Pages/Mentalhealthhome.aspx>

Mental Health Foundation: <http://www.mentalhealth.org.uk/>

Anna Freud website : <https://www.annafreud.org/>

Heads together : <https://www.mentallyhealthyschools.org.uk/whole-school-approach/>

Minded: <https://www.minded.org.uk/>

Date of review: July 2023 Date of next review: July 2026

Appendix 1:

UNIVERSAL SUPPORT:
Zones of Regulation; PSHE curriculum; School Chaplain; Learning Mentor, Pay Attention Please

CLASSROOM TEACHER
Have a CALM conversation.
Catch them being good.
Tactical ignoring.
Praise those around them.
Ring/email parents.
Consider seating arrangements.
Give them SMART targets.
Speak to the student.
Liaise with Learning Mentor.
Consider behaviour charts.
Buddy system.
Teaching Assistants – mentoring.
Record on CPOMS.
Celebrate success.
Access arrangements

LEARNING MENTOR
Ring parents/carers.
Regular meetings with the student.
Liaise with class teacher.
Monitor behaviour charts.
Individual behaviour plan/support plan.
CPOMS.
Voice of the child.
Parent views.
Request SENCO and Senior Mental Health Lead to drop into lessons.
Request SLT line manager to drop into lessons.
Target setting.
Mentoring/Group Work
Referral panel.
Celebrate success.

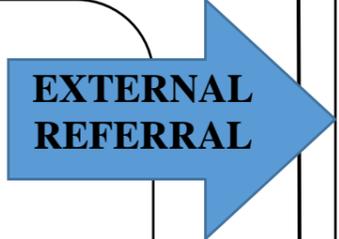
ADDITIONAL SUPPORT
Draw and write therapy.
Bereavement support.
Play therapy.
Lego therapy.
Pay Attention Please.
QB Check
Dyslexia screening.

LEARNING MENTOR
Report card.
Refer to external agencies.
Coordinate external agency involvement.
Parental meetings.
Behaviour Contract.
Individual Support Plan/Behaviour Plan.
One to one mentoring.
Early Help Assessment.
Letters/phone calls.
Team around the setting.

SENCO/Senior mental health lead
SEN Assessments
Access Arrangements.
Reasonable adjustments (behaviour and attainment)
LSA Support.
Meetings/parental support.
Letters/phone calls.
Team around the setting.

SLT
Put in SLT detention/Exclusion.
Letters/phone calls.
Home visits.
Meet parents.
Internal school attendance panel.
Governor's Panel.
Reward initiatives.
Medical evidence.

EXTERNAL INTERNAL SUPPORT
School Chaplain.
Behaviour Outreach worker (Longford Park)
Speech Leap



EXTERNAL AGENCY INVOLVEMENT
Social Care.
Youth Offending Team.
Young Carers.
School Nurse.
Barnados.
Family Support Workers.
Child and Adolescent Mental Health Services (CAMHS).
Educational Welfare Service (SAP/court/fine).
Family Intervention Service.
Therapies for Anxiety, Depression and Stress (TADS).
Social Care.
Play Therapy.
Educational Psychology.
MATT referral
ADHD assessment (via CAMHS).
Sensory support.
Occupational Therapist
Speech and Language

Signposting:
HIVE (42nd Street)
Kooth
Community eating disorders service
Blueice
Papyrus
Childline
Beat Eating Disorders.
Local Offer for SEN.
Anthony Seddon Trust.