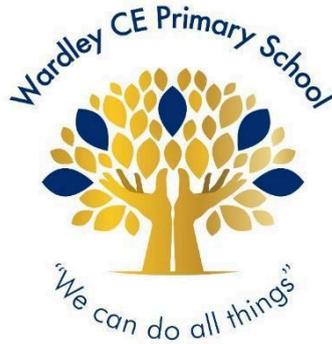


# Wardley CE Primary School

## Pupil Mental Health & Well-Being Policy



Name of Reviewer	Mark Foster
Date of Approval of Governing Body	October 2023
Signature of Chair	John Storey
Signature of Head	Mark Foster
Date Due for Review	October 2024

### EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

## **Our school vision**

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

*We can do all things through Christ who strengthens us. Phillipians 4:13*

## **Practical ways in which we attempt to carry out our school vision**

### ***Through the Christian value of respect:***

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

### ***Through the Christian value of friendship:***

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

### ***Through the Christian value of trust:***

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

### ***Through the Christian value of courage***

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

### ***Through the Christian value of perseverance:***

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.
- We inspire and innovate and we support others to do the same.

## **Policy Statement**

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 Organization)

At Wardley, we aim to promote positive mental health for every member of our staff and pupils. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches tailored to support vulnerable pupils.

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 policies and procedures we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

## **Scope**

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 student's mental health overlaps with or is linked to a medical issue and the SEND policy where a student has an identified special educational need.

## **The Policy Aims to:**

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to pupils suffering mental ill health and their peers and parents or carers

## **Lead Members of Staff**

While all staff have a shared responsibility to promote students' mental health, certain staff members have specific roles:

- Mrs K Flanagan - SENDco and Thrive in Education Coordinator
- Mr M Foster - Headteacher, Mental Health Lead, CPD Lead and Designated Safeguard Lead
- Mrs K Walker and Mrs K Flanagan - Deputy Designated Safeguarding Leads
- Ms R Mitchell - Wellbeing Lead, Mental Health Champion and Trained Mindfulness Practitioner
- Ms R Mitchell and Mr A Houston - Mental Health First Aiders
- Mrs K Walker - Deputy headteacher and PHSE Lead
- Ms D Abbott - PHSE and Mental Health and Wellbeing Governor

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. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated safeguarding lead, the head teacher or the designated governor. If the student

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. Where a referral to CAMHS is appropriate, this will be led and managed by Mrs K Flanagan.

### **Individual 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

### **Teaching about Mental Health**

At Wardley, we prioritise the development of essential skills, knowledge, and understanding among our students to promote physical and mental health and safety. These elements are integrated into our PSHE (Personal, Social, and Health Education) curriculum and are reinforced through weekly mindfulness sessions.

Our PSHE curriculum is a comprehensive program that encompasses personal, social, and health education. It provides a structured framework for addressing various aspects of health and well-being in a progressive manner, meeting all the statutory requirements for Relationships Education as mandated by the Department for Education (DfE). We take special care to teach mental health and emotional well-being topics in a sensitive and safe manner, ensuring that our approach is supportive rather than detrimental.

Our teachers have the flexibility to tailor lessons to the specific needs of their student cohorts, but they consistently emphasise the development of skills, knowledge, understanding, language, and confidence. This focus enables students to seek help, whether for themselves or others, whenever it is needed.

### **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.

We will display relevant sources of support in communal areas and will regularly highlight sources of support to students within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of student help-seeking by ensuring students understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

### **Warning Signs**

School 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 communicate their concerns with Mr M Foster, our Mental Health Lead or with Ms R Mitchell, our Mental Health Champion.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating 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
- 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

### **Managing disclosures**

A pupil 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 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?' For more information about how to handle mental health disclosures sensitively also refer to the school's Safeguarding Policy.

All disclosures should be recorded. This written record should include:

- State who was present, time, date and place
- Be written in ink and be signed by the recorder
- Use the child's words wherever possible
- Be factual/state exactly what was said
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

This information should be passed to the Designated Safeguarding Lead or Deputy Safeguarding Lead immediately (certainly within 24 hours).

### **Confidentiality**

We should be honest with regard to the issue of confidentiality. If it is necessary for us to pass our concerns about a student on, then we should discuss with the student:

- 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 consulting or informing parents first. Ideally we would receive their consent, though there are certain situations (e.g. where a pupil is at serious risk of harm) when information must always be shared with another member of staff and / or a parent.

If a child gives us reason to believe that there may be underlying child protection issues or safeguarding concerns, parents should not be informed, but the Designated Safeguarding Lead, Mr M Foster, or Deputy Designated Safeguarding Leads, Mrs K Walker or Mrs K Flanagan, 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 and 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.

### **Working with All Parents**

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
- Regular communication and involvement over pupil progress, behaviour and pastoral issues
- Share ideas about how parents can support positive mental health in their children
- Their opinions are sought, valued and responded to

### **Support for Pupils**

At our school, we are committed to providing various levels of support to ensure that all pupils can thrive. Our approach is structured into three tiers.

### **Tier 1 (Whole school Support)**

- PHSE lessons are designed to promote wellbeing and mental health for all students.
- Weekly mindfulness sessions are conducted by our trained practitioner for students in EYFS, KS1, and KS2.
- Therapeutic storytelling for all pupils.
- Designated Worry Boxes placed around the school for pupils to express their concerns.
- Weekly celebration assembly to acknowledge both academic and non-academic achievements, reinforcing positive messages.

### **Tier 2 (Targeted Support)**

- Wardley is part of the Salford Thrive in Education programme which provides targeted support tailored to the emotional needs and wellbeing of students requiring focused assistance.
- Pupils can be referred by their class teacher to Mrs. K Flanagan and Ms. R Mitchell, our SENDco and Wellbeing Lead, for targeted support.
- At this level, support may involve 1-to-1 work and group sessions tailored to the specific needs of the students.

### **Tier 3 (Specialist Support)**

- In cases where students require a more individualised approach or if Tier 2 support proves ineffective, we collaborate with external agencies, such as educational psychologists, to provide the most suitable and effective support for both the children and their families.

### **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 with 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 or saying which may inadvertently cause upset
- Warning signs that their friend may need help (e.g. signs of relapse)

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

Examples of good practice may include:

- Organising whole-school or year group assemblies to discuss specific mental health and wellbeing issues
- Arranging for external speakers to visit and discuss topical issues such as the use of social media or the impact of body image
- Using key dates such as Mental Health Awareness Week and World Mental Health Day as opportunities to raise the profile of mental health

- Holding designated health and wellbeing days, organising activities across the curriculum
- Dedicating time to celebrate pupils' academic and extracurricular achievements
- Using displays and bulletins to signpost pupils to sources of support

### **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 students safe.

We are proud recipients of the Bronze Award for being an Emotionally Friendly Setting. As a result, our staff now have access to a wealth of valuable resources available on this site.

We have a staff library, which is stocked with books recommended by our team members, to support the development and refinement of their skills.

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 students.

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.

Suggestions for individual, group, or whole school CPD should be discussed with Mr M Foster, the Headteacher and CPD Lead, who can also highlight sources of relevant training and support for individuals as needed.

### **Useful links**

- Young Minds - is one of the UK's leading charities for children and young people's mental health.
- Anna Freud Centre for Children and Families - is a charity dedicated to providing training & support for child mental health services.
- Place2Be - is one of the UK's leading children's mental health charities.
- Mind - is the UK's leading mental health charity, offering a great deal of useful information on children's mental health.
- Mentally Healthy Schools - Quality assured information, advice and resources to help primary schools understand and promote children's mental health and wellbeing.
- Child and Adolescent Mental Health Services (CAMHS) - provide support to children and young people with a wide range of behavioural and emotional issues.

### **Related policies**

This policy should be read in conjunction with policies for:

- Anti-Bullying Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Personal, Social, Health and Economic (PSHE) Education Policy