Common Road Infant and Nursery School

MENTAL HEALTH AND EMOTIONAL WELLBEING POLICY

Mental Health and Emotional Wellbeing Policy

Policy Statement

At Common Road Infant and Nursery School it is our vision that all pupils are entitled to develop to their fullest potential academically, socially, emotionally, enabling them to grow in confidence and be able to fully participate in everything that goes on in the wider community with confidence.

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood. The department for Education recognises that, in order to help their pupils succeed: schools have a role to play in supporting them to be resilient and mentally healthy.

"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 2014)

At Common Road we aim to promote positive mental health for every pupil, parent / carer and staff. We pursue this aim using whole school approaches and specialised, targeted approaches aimed at identified vulnerable pupils and families.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health.
We recognise as a school that by developing and implementing practical, relevant and effective mental health procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental ill health.

This policy describes the school's approach to promoting positive mental health and wellbeing and is intended as guidance for all staff including governors. It should be read in conjunction with our medicines policy in cases where a student's mental health overlaps with or is linked to a medical issue, the SEND policy where a pupil has an identified special educational need and the Safeguarding policy in relation to prompt action and wider concerns of vulnerability.

Ethos

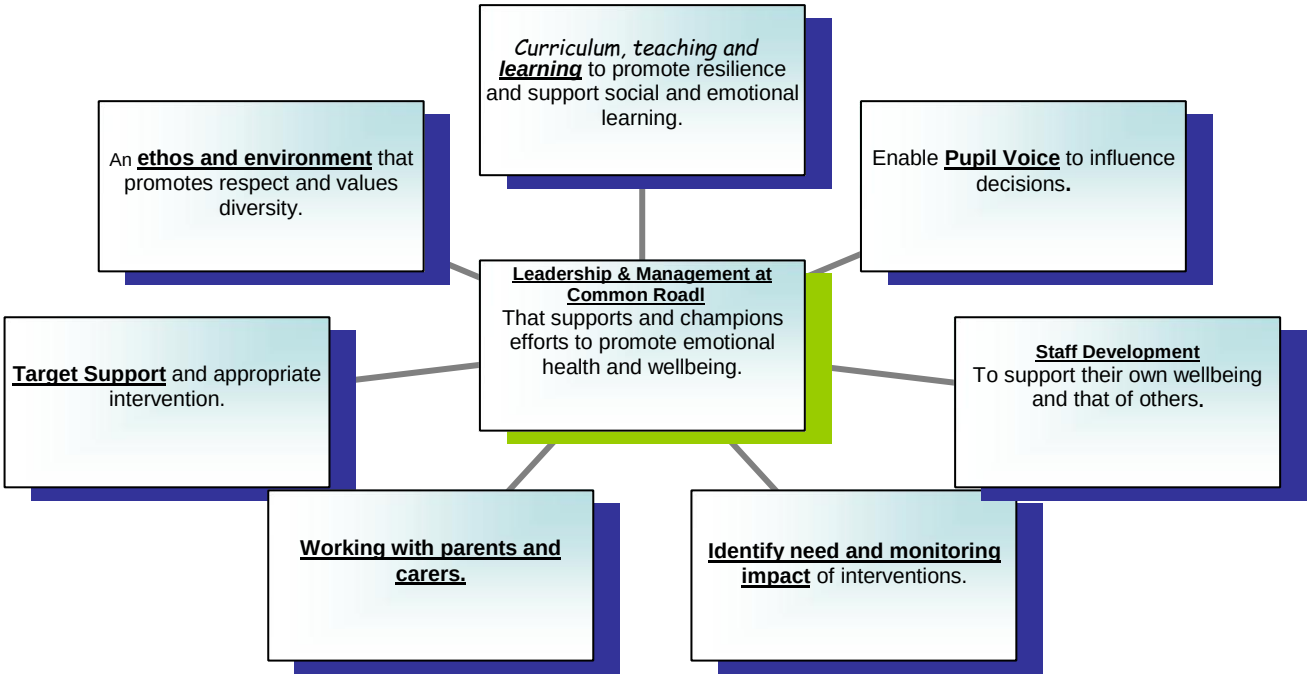
Common Road Infant and Nursery School aims to support and teach skills to pupils and staff to increase their awareness of emotional health and wellbeing.
Two key elements to support good mental health are:-

- 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 first aid for mental health and wellbeing we aim to:

- develop a whole school approach for both pupils and staff.
- create an approach on the principles taken from the 8 key principles identified in 'Promoting Children and Young people Emotional Health and Wellbeing' (2015).
- to work together with families.
- to provide a holistic and multi- agency approach that is identified in pupils individual SEN support plans.

The following diagram presents eight principles to promote emotional health and wellbeing in schools.



The eight identified principles will underpin the approaches used to support the development and integration of wellbeing strategies within school.

Policy and curriculum delivery will be tailored to promote the key aspects of improving mental health illness and wellbeing. It will focus on creating a socially, emotionally and physical rich environment where key relationships can thrive and pupils can feel secure in their learning. School based programmes which are linked to the curriculum will promote the pupil voice through developing independence and choice making decisions. Staff will have access to training and signposting to approaches and resources that will support their own emotional health and wellbeing with an aim to foster team work and create solidarity. Clear identification, impact and outcomes measures will feed into school based programmes and the target interventions that will be offered to pupils.

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

Mrs Edwards, Miss Atkinson, Mrs Oxley, Mrs Hulme – DSL (Designated

Safeguarding Leads)

Mrs Edwards – Children in Care (CIC) Lead

Miss Atkinson - RSHE & Mental and Well-Being Lead

Mrs Hulme – SENDCO & Young Carers Lead

Mrs Oxley – Prevent Lead

Mrs Moch – Attendance Officer-Parent Support

Pupil Identification

Wellbeing measures include:

- staff observations focusing on any changes in pupil behaviour, attention, presentation and attendance.
- Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the SENDCO in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal safeguarding procedures should be followed with an immediate referral to the safeguarding lead and/or the head teacher. 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.
- If needed individual pupils will be discussed with the 'Future in Mind' practitioner at the half termly TAS meeting.

Where a referral to CAMHS is appropriate, this will be led and managed by Mrs Edwards and/or Miss Atkinson.

Individual SEND support plans will identify any individual support 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 and recorded in the section having links to individual behaviour plan and risk assessments. The plan will 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 in relation to staff development and implementing support linked to policy and practice.

Pupil Wellbeing Interventions

	Approaches	**Intervention**
Whole School approach	Curriculum policy - focus on the wider curriculum Teaching and Learning approaches – weekly Jigsaw PSHE lessons Holistic/ Multi-agency approach (Individual SEND Support Plans and LA Support) Staff Training Advice at: www.ncb.org.uk National Children's Bureau	• Pupil voice – communication skills (School Parliament, One page profile, pupil EHCP) • Developing emotional literacy skills • Engagement in individual SEND one page profiles and home school contact such as CAMHS Practioner, Hub Lead Practitioner, Educational Psychologist, School Nurse. • Self-regulation strategies linked to behaviour management, CPD training and staff meeting updates. • Emotion coaching training led by Educational Psychologist

Targeted support	Wellbeing Interventions	• 1:1 sessions and small group work for identified pupils focusing on individual wellbeing outcomes. (Time to Talk, Lego Therapy, Relax like a Cat, ELSA) • Class group sessions each week focusing on emotional wellbeing outcomes. (Brain Gym, Yoga, Calm Time) • Personalised differentiated learning opportunities.

Staff Identification

We recognise 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. The number for https://www.educationsupport.org.uk/ is displayed in the staffroom.

An open door policy to senior leadership is always made available if staff need to speak to someone about any issues of concern and there is a fully committed supportive governing body.

Supervision and appraisal will allow for mutual communication about personal health and emotional wellbeing if both felt it is deemed necessary.

Staff Wellbeing Support and Interventions

Whole School Approach	The senior leadership team and governing body are committed to providing all staff with 'listening' support in relation to emotional wellbeing and recognition of this within performance management/appraisal discussions. Work life Support and Flexibility for personal wellbeing appointments within school time.	• Open door policy, contactable governing body. • Information sharing from lead practitioners • Posters/ leaflets • Signposting to additional CPD courses
	Online signposting with MindEd Support from HR	

Whole School offer	Emotional Wellbeing Staff meetings and Inset Days LA advice for Sickness/Absence, Health Counselling Service Emotional Wellbeing information in the staffroom with appropriate information in relation to emotional wellbeing as a tool for personal review, reflection and private advice.	• L.A Employment based incentive for Health and Fitness.
	Ongoing support for any staff working in classes for pupils with complex medical needs or challenging behaviour from the Headteacher and SENCO	
Targeted support	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 in writing and held on the pupil's confidential file on CPOMS. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information should be shared with the Headteacher and SENDCO who will store the record appropriately and offer support and advice about next steps.

Confidentiality

We should be honest with regards to the issue of confidentiality. If we think it is necessary/appropriate 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

Our parents are usually very welcoming of support and information from the school about supporting their child/ren'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 they can to 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.
- Share ideas about how parents can support positive mental health in their children through our regular review meetings.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

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.
The Education Support Partnership also provides free counselling for teachers – 0800 562 561
Healthwatch Wakefield: https://www.healthwatchwakefield.co.uk/services/?filter=mental-health
Compass, Wakefield Children and Young People's Emotional and Well-Being Service https://www.compass-uk.org/services/wakefield-children-and-young-peoples-emotional-health-and-wellbeing-service/
WF I Can: https://wf-i-can.co.uk/
NHS England – has lots of free resources for schools

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 the Head Teacher who can also highlight sources of relevant training and support for individuals as needed.

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