



PUPIL MENTAL HEALTH AND EMOTIONAL WELLBEING POLICY

2022-24

Purford Green Primary
Part of the Passmores Co-operative Learning Community

Policy Statement

At Purford Green Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

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

At our school we:

- ☐ help children to understand their emotions and feelings better
- ☐ help children feel comfortable sharing any concerns or worries
- ☐ help children socially to form and maintain relationships.
- ☐ promote self-esteem and ensure children know that they count.
- ☐ encourage children to be confident and resilient
- ☐ help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- ☐ Promoting our school values and encouraging a sense of belonging.
- ☐ Promoting pupil voice and opportunities to participate in decision-making
- ☐ Celebrating academic and non-academic achievements
- ☐ Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- ☐ Providing opportunities to reflect.
- ☐ Access to appropriate support that meets their needs

We pursue our aims through:

- ☐ Universal, whole school approaches
- ☐ Support for pupils going through recent difficulties including bereavement.
- ☐ Specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder

Scope

This policy should be read in conjunction with our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE and SMSC policies. It should also sit alongside child protection procedures.

Lead Members of Staff

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

- ☐ Rhonda Smith- Designated child protection / safeguarding officer and School Lead for Mental Health and Well-being
- ☐ Amanda Hammond - Designated deputy child protection / safeguarding officer and learning mentor
- ☐ Kim Littlechild – SENCO
- ☐ Claire Kimble – Assistant SENCO

Teaching about Mental Health and Wellbeing

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching and we will ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Whole school assemblies will also address mental health, exploring different feelings we experience and teach ways of managing feelings to help children to have positive wellbeing.

As a school, we will teach children about wellbeing using the recognized 'Five Ways to Wellbeing' strategy. Children are taught that:

- Connecting with others
- Taking notice
- Learning new things
- Giving to others
- Being active

Contribute to positive mental health and wellbeing. Mindfulness learning sessions are incorporated into daily timetables to support children with learning techniques and strategies for managing difficult feelings and how to be calm.

Whole school events are planned throughout the year linked to national and local mental health and wellbeing initiatives.

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- o Circle time approaches or 'circle of friends' activities.
 - o Peer support
- o Managing specific feelings intervention
 - o Sessions with the learning mentor
- o Therapeutic activities including art, lego and relaxation and mindfulness techniques.
 - o One to one/ group counselling with our school counsellor

We also offer daily lunchtime drop in sessions in our school Well- being base which offers children a quiet place to come and talk and share feelings, concerns or worries they may be having in school or outside of school. Children can explore strategies with adults on dealing with specific feelings in a helpful way using different feelings booklets to explore ways of coping and managing feelings.

Lead members of staff meet at least once half termly to review children in need of support and progress of children and teaching staff are asked to identify children requiring additional support for their mental health and wellbeing.

Targets linked to social and emotional skills are created, interventions put in place and these are then reviewed on a regular basis to assess the quality of the intervention and its impact on the child by the inclusion team.

The school will make use of resources to assess and track wellbeing as appropriate including:

- o The Boxall Profile
- o Emotional literacy scales

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support through the school website and sharing information on monthly newsletters

Identifying needs and Warning Signs

School staff will look for 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 the designated child protection and safeguarding officer or an identified member of staff responsible for the emotional and mental health of pupils as appropriate.

Possible warning signs include:

- ☒ Changes in eating / sleeping habits
- ☒ Becoming socially withdrawn
- ☒ Changes in activity and mood
- ☒ Talking or joking about self-harm or suicide
- ☒ Expressing feelings of failure, uselessness or loss of hope
- ☒ Repeated physical pain or nausea with no evident cause
- ☒ An increase in lateness or absenteeism

Pupil well - being surveys are also used as a means of identifying individual children who may need support with their mental health. Information is shared with teachers and pupils who are a concern are followed up by the learning mentor. Survey results are also used to prioritise aspects of mental health and wellbeing to address and action as a whole school.

Working with Parents

In order to support parents we will:

- ☐ Highlight sources of information and support about mental health and emotional wellbeing on our school website
- ☐ Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- ☐ Make our emotional wellbeing and mental health policy easily accessible to parents
- ☐ Share ideas about how parents can support positive mental health in their children.
- ☐ Keep parents informed about the mental health topics their children are learning about in school and share ideas for extending and exploring this learning at home.

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- o The school nurse
 - o Educational psychology services
 - o Paediatricians
 - o EWMHS (Emotional wellbeing and mental health service)
 - o Counselling services
 - o Family support workers
 - o Therapists
- Local mental health support teams

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 students 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 to developing situations with one or more pupils.

Review of policy

This policy will be reviewed every two years.