

Boringdon Primary School



We take pride in everything we do.

Mental Health and Emotional Wellbeing Policy

Policy statement

At Boringdon, we are committed to supporting the emotional health and wellbeing of our school community. 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 'dare to be different'
- ☐ 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 identified needs

We pursue our aims through:

☒ Universal, whole school approaches

☒ Support for pupils going through recent difficulties

☒ Specialised, targeted approaches aimed at pupils with more complex or long term difficulties

Scope

This policy should be read in conjunction with our Medical policy and our SEND policy. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE. It should also sit alongside child protection procedures.

Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of students, however key members of staff have specific roles to play:

- Pastoral Team
- Designated Safeguarding Lead
- SENCO
- SLT
- Wellbeing Team

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to the SENCO / Pastoral Team. If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be

followed. If the child presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

Teaching about mental health

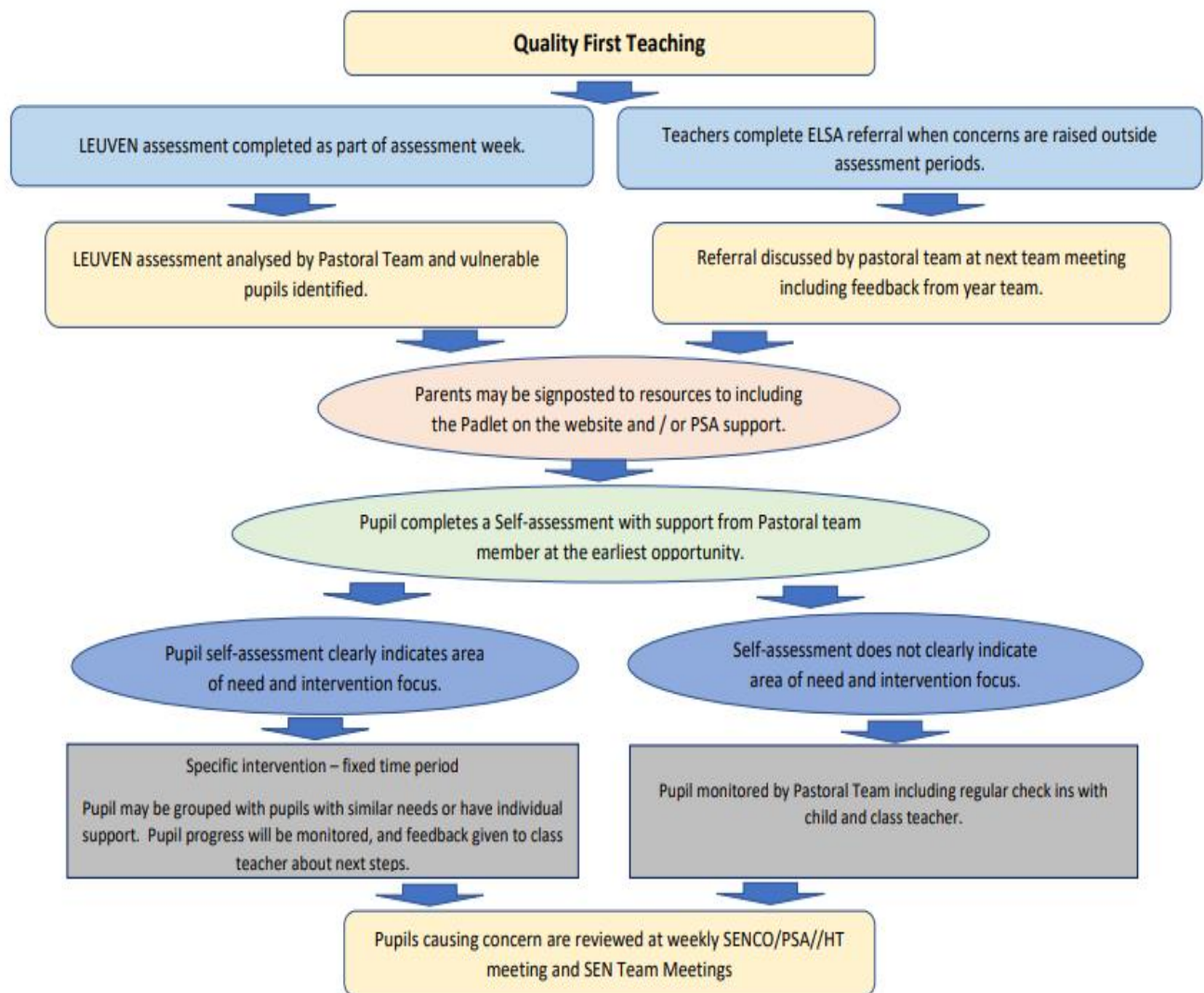
The skills, knowledge and understanding needed to enable pupils to keep themselves mentally healthy and safe are included as part of our PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort. We will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Signposting

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services. Through the school website, Padlet and newsletters, we will share and display relevant information about local and national support services and events.

Sources or support at school and in the local community

The school will offer support through targeted approaches for individual pupils or groups of pupils. The flow chart below describes the processes involved in this targeted support.



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

- Leuven Scale
- Strengths and Difficulties questionnaire
- The Boxall Profile
- Emotional literacy self-assessments

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 CAMHS (child and adolescent mental health service)
- o MAST (Multi Agency Support Team)

Working with Parents

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing. In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website, newsletter and Padlet
- Share and allow parents to access sources of further support e.g. through parent meetings and workshops
- 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
- Offer support to help parents or carers develop their parenting skills. This may involve providing information about group-based programmes run in the community
- Ensure parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with childcare. We recognise this might involve liaison with family support agencies.

Warning Signs

All staff will complete wellbeing assessments for all pupils in their class. Staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues.

Possible warning signs, which all staff should be aware of 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

or more pupils

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. 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.