



Mental and Emotional Wellbeing Policy

Review Date October 2020

This policy was written in consultation with staff, pupils, parents and professionals involved in mental health and wellbeing.

Policy Statement

At The Park Academies Trust (TPAT), we are committed to supporting the emotional health and wellbeing of our pupils and staff. 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.

“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

Aims

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

At our schools we:

- Help pupils to understand their emotions and feelings better.
- Help pupils feel comfortable sharing any concerns or worries.
- Help pupils socially to form and maintain relationships.
- Promote self-esteem and ensure pupils know that they count.
- Encourage pupils to be confident and 'dare to be different'.
- Help pupils to develop emotional resilience and to manage setbacks.

We promote a positive 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 such as divorce, family trauma or 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 Medical Needs and SEND policies 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 also sits alongside Safeguarding and Child Protection procedures.

Lead Members of Staff

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

Red Oaks Primary	Kathy Clarke SENDCo/Strategic Emotional Wellbeing Lead Becky Taylor Designated Safeguarding Lead, Pastoral Manager and Emotional Wellbeing Lead Rachel Surch Deputy Safeguarding Lead James Lee Deputy Safeguarding Lead
Lydiard Park	David Williams Strategic SENDCo/ Strategic Emotional Wellbeing Lead/Designated Safeguarding Lead
Abbey Park	Kara Stevens Designated Safeguarding Lead David Williams Strategic SENDCo/ Strategic Emotional Wellbeing Lead
Trust Governor for mental health and emotional wellbeing	Red Oaks Link Governor Dan Blagg

Teaching about Mental Health

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

Red Oaks Primary

Use the [Jigsaw scheme](#) to deliver PHSE and mental health and emotional well-being run throughout the programme in every year group. The Jigsaw programme is fully aligned with the [PSHE association guidance - preparing to teach about mental health and emotional wellbeing](#).

From years 1-6 an extra lesson based on mental health and well-being will be taught. In terms 2, 4 and 6 these will be taken from the PSHE Association website lesson plans. In terms 1,3 and 5 the teacher will decide which area the class are needing support in and plan lessons based on those needs. In Y5 Strategies for Wellbeing produced by the Anna Feud Centre, is also used. Additional resources from the Gloucestershire Healthy Living and Learning (GHLL) website and Pooky KnightSmith are also used www.pookyknightsmith.com

Additional specific content may also be determined by the specific needs of the cohort.

We will ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

The Park Academies Trust 11 – 18 Provision

A core mental health curriculum is delivered during PSHE and assemblies; this is then tailored and adapted using Readiness for Learning (RfL) as derived from the student perceptions survey. RfL is designed to give the individual school a useful first impression of how its overall health and well-being situation compares both nationally and within the Trust. The results give a quick way of identifying groups or individual students who may be causing concern or who might need extra support, and it guides and informs areas of the curriculum which need to be developed particularly within PSHE and assemblies. This provision is bolstered with small group and individual interventions such as T zone, Re-tracking and work with a range of external agencies including Targeted Mental Health and Educational Psychology. Pooky KnightSmith resources are also used www.pookyknightsmith.com

Targeted support

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

- Circle time approaches or activities.
- Targeted use of PHSE/Jigsaw/ELSA/GHLL resources.
- Managing feelings resources e.g. 'worry boxes' 'worry monsters'
- Managing emotions resources including Cognitive Behaviour Therapy
- Mental health and wellbeing groups.
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques.
- Tranquillity Zone

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

The Pupil Perception Survey: <https://pupilperceptions.pearson.co.uk/perceptions>

- The Boxall Profile
- Strengths and Difficulties Questionnaire: [Strengths and Difficulties Questionnaire \(SDQ\)](#)

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.

Identifying needs and Warning Signs

All staff will complete a pastoral entry on SIMs and/or a Pastoral Referral Form if they identify concerns with any of the following:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also 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 the designated child protection and safeguarding officer or the emotional wellbeing lead 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

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 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 on the school disclosure form.

This information should be shared with the appropriate staff above who will offer support, advice about next steps and take the appropriate actions.

Working with Parents

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on each school's website, school notice boards, newsletters, other media platforms
- Ensure that all parents are aware of who to talk to, and how to go 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 PSHE and share ideas for extending and exploring this learning at home.

Working with other agencies and partners

The Park Academies Trust is heavily involved in Wave 1 of the Barnardos Mental Health Trailblazer with four Early Mental Health Practitioners attached to the Trust.

As part of our targeted provision we will work with other agencies to support pupils' emotional health and wellbeing including:

- The School Nurse
- The Early Help Hub
- Parenting Hub
- Educational Psychology Service
- Social, Emotional and Mental Health Support team
- TaMHs (Targeted Mental Health in Schools)
- Community Paediatricians
- CAMHS (Child and Adolescent Mental Health Service)
- Counselling services
- Family Support Workers
- Therapists

Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how.

To keep peers safe, we will consider on a case by case basis which friends can be of support or may need additional support themselves.

Support will be provided in one to one or group settings and will be guided by conversations by 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
- Warning signs that their friend needs help

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

Confidentiality

We will be honest with regards to the issue of confidentiality. If we think it is necessary for us to pass our concerns about a pupil on then we will explain to the child:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

Parents must always be informed when disclosures regarding a pupils' emotional or mental health and wellbeing are made. 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.

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep pupils safe.

Staff will access training resources on Nimbl in response to a cohort, class or school specific issue.

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.

References

- [DfE Mental health and Behaviour in Schools, March 2016](#)
- [DfE Promoting the health and well-being of looked-after pupils, March 2015](#)
- [PSHE Association – preparing to teach about mental health guidance](#)
- [Jigsaw Program –](#)
- [Heads Together - Mentally Health Schools](#) website
- www.pookyknightsmith.com

Linked to other School Policies

- Safeguarding and Child Protection
- Supporting Children in School with Medical Conditions
- Behaviour
- Anti-Bullying
- PSHE/SMSC
- SEND
- Equality and Inclusion