

# Laburnum Primary School

## Mental Health and Emotional Wellbeing Policy



**Updated by:** Deputy Headteacher

**Approved Date:** February 2021

**Last reviewed:** February 2021

**Next review due by:** February 2022

At Laburnum 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 values based approach ensures that each individual and contribution is valued. At our school, we know that everyone experiences life challenges that can make us vulnerable and that anyone may need additional emotional support at times. We take the view that positive mental health is everybody's responsibility and that we all have a role to play.

#### **At our school we:**

- support children to understand their emotions and feelings
- create a culture where children feel comfortable sharing any concerns or worries
- encourage children to form and maintain relationships
- promote self-esteem
- encourage children to be confident
- develop children's emotional resilience

#### **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
- Specific targeted support for pupils going through difficulties
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties

This policy should be read in conjunction with our Medicines & Medical Conditions policy and our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with 'Safeguarding' and 'Behaviour Principles and Relationship' policies.

#### **Lead Members of Staff**

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

- **Ben Bardell:** Head Teacher/Safeguarding Lead
- **Minke Dawes:** Deputy Head Teacher/Deputy Safeguarding Lead
- **Sue Boyall:** SENDCo/Deputy Safeguarding Lead

#### **Teaching about Mental Health**

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our PSHCE curriculum. The specific content of lessons will be determined by the specific needs of the cohort. Twice daily circle times allow for children to check in and discuss issues relevant to the cohort.

#### **Targeted support**

The school will offer support through:

- Small group circle times to address specific issues
- Nurture group provision
- Lego based therapy groups
- Managing emotions resources such as 'The incredible 5 point scale' and anxiety curves
- Use of school Nurse referrals
- 1:1 Art therapist & Child Counselling sessions

The school will make use of resources to assess and track wellbeing as appropriate. These may include:

- Strengths and Difficulties questionnaire
- The Boxall Profile
- 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. Our school website 'Mental Health and Wellbeing Page' signposts support services and resources for parents and their children.

### **Identifying needs and Warning Signs**

All staff will ensure they identify warning signs including:

- Attendance and punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators
- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs will be logged on Edaware and communicated to the Designated Safeguarding leads.

### **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 (Mental Health and Wellbeing page)
- Share and allow parents to access sources of further support e.g. through newsletters, updates and courses
- Ensure that all parents are aware of who to talk to if they have concerns about their child
- Make our Mental Health and Emotional Wellbeing 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**

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

- The school nurse
- Educational psychologist services
- Paediatricians
- CAMHS (child and adolescent mental health service)
- CHUMS
- Counselling services

- Family support workers
- Art/Play Therapist & Child Counsellor

### **Training**

As a minimum, all staff will receive regular training about recognising and responding to mental health and wellbeing 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 a need becomes apparent due to developing situations with one or more pupils.