

HURST GREEN PRIMARY SCHOOL



Pupil Mental Health and Emotional Wellbeing Policy

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team	√		
Teachers	√		
Teaching Assistants	√		
Administrative Staff	√		
Lunchtime Supervisors	√		
Site Manager		√	
Cleaners		√	
Governors	√		
Parents	√		
Website	√		
Local Authority		√	

Responsibility of	School Improvement Committee
Review frequency	Every 2 years as a minimum
Previous version	New Policy
This version agreed	17 October 2022
Next review date	Autumn 2024

Pupil Mental Health and Emotional Wellbeing Policy

Contents

- 1.0 Policy Statement
- 2.0 Scope
- 3.0 Policy Aims
- 4.0 Key Staff Members
- 5.0 Individual Care Plans
- 6.0 Teaching about Mental Health
- 7.0 Signposting
- 8.0 Sources or support at school and in the local community
- 9.0 Warning signs
- 10.0 Targeted support
- 11.0 Managing disclosures
- 12.0 Confidentiality
- 13.0 Whole School Approach
 - 13.1 Working with Parents/Carers
 - 13.2 Supporting Parents/Carers
- 14.0 Supporting Peers
- 15.0 Training
- 16.0 Policy Review

Appendices

- 1. Tier referral system for emotional health and well-being for pupils

1.0 Policy statement

At Hurst Green Primary School, we are committed to promoting positive mental health and emotional wellbeing to all pupils, their families, members of staff and governors. Our open culture allows pupils' voices to be heard and using effective policies and procedures, we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues. This policy details

the mental health support we provide to pupils and their families. We have a separate policy that details the mental health support provided to staff.

2.0 Scope

This policy is a guide to all staff – including non-teaching and governors – outlining Hurst Green's Primary school's approach to promoting mental health and emotional wellbeing to pupils. It should be read in conjunction with other relevant school policies.

3.0 Policy Aims

- Promote positive mental health and emotional wellbeing in pupils.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of issues, difficulties, and mental ill health in pupils.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to pupils with mental health issues and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst pupils and raise awareness of resilience building techniques.
- Instil a culture of pupil welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

4.0 Key staff members

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

- Senior Mental Health Lead – Lucy Vines has completed the training with Anna Freud Centre and The Department of Education.
- Play Therapist – Lucy Vines has been working as a therapist in schools for over sixteen years.
- Designated Safeguarding Lead – All of our Senior Leadership Team are fully trained and consist of Mrs Kelly, Mrs Webb, Mr. South, Mr. Lander, and Lucy Vines as our Senior Lead DSL
- Pastoral Staff – Our pastoral Staff have all have a level of mental health first aid training

- SENCO – Our senco is Mrs. Karadia with extensive knowledge of supporting our children and families disseminating learning across the school
- PSHE coordinators - Mrs. Fowler and Mrs MacFarlane are our leads in PSHE

If a member of staff is concerned about the mental health or wellbeing of a pupil, in the first instance they should speak to the Head Teacher or Head of Mental Health and add concerns to CPOMS linking in with emotional well-being.

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.

5.0 Individual Care Plans

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

Suggested elements of this plan include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency
- The role the school and specific staff

6.0 Teaching about mental health

The skills, knowledge and understanding our pupils need to keep themselves, and others, physically and mentally healthy and safe, are included in of our PSHEe curriculum and our peer mentoring programme. This consists of children trained to support their peers via the Diana Award as well as children also being trained and supported to be our Playground Leaders.

The whole school follows the Jigsaw programme which targets specific learning each term such as 'Healthy Me' in the spring term which covers physical and mental health support for our pupils. <https://www.jigsawpshe.com/primary-pshe-scheme-of-work-including-statutory-relationships-and-health-education/>

As a school we will be following the guidelines of a whole school approach to mental health as suggested by The Anna Freud Centre 5 steps to a Whole School Approach to Mental Health

<https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/>

Incorporating both aspects into our curriculum at all stages is a good opportunity to promote pupils' wellbeing through the development of healthy coping strategies and an understanding of pupils' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing pupils who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting pupils to support any of their friends who are facing challenges.

7.0 Signposting

We will ensure that staff, pupils, and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (noticeboards, staffrooms, toilets etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure pupils and parents understand:

- What help is available
- Who it is aimed at
- How to access it
- Why should they access it
- What is likely to happen next

8.0 Sources or support at school and in the local community

At Hurst Green Primary School, we have a clear graduated response system in place to support staff and pupils at accessing support within school. This system will be used for both parents, staff, and pupils to look and identify needs regarding a child well-being. (see appendix 1)

The Colour Monster

At Hurst Green Primary School, we have implemented a whole school approach to looking at emotions and feelings. Through this, we have used the Colour Monster book by Anna Llenas. A Colour Monsters houses sheet has been designed to help pupils in identify their feelings and is used in assessing their needs.

Me and My feelings questionnaire

This well-known assessment tool is also used in assessing our pupils' measure of mental health, covering two broad domains: emotional difficulties and behavioural difficulties.

<https://www.corc.uk.net/outcome-experience-measures/me-and-my-feelings-mmf/>

This can once again aid us as a school to look at which level of support a child may need.

Strengths and Difficulties Questionnaire

This tool can capture the perspective of parents/carers, and teachers. This is used to capture a before and after snapshot of the work carried out at a higher level.

Teaching assistant support 1:1 support

When a child is identified as needing support, the case is discussed with the pastoral team and 1:1 support and intervention is offered initially from the class teaching assistant. This is accessible to all children within the school. All children are aware that they can ask for support and help at any time from a teacher or teaching assistant.

Emotional Well-being sessions

If it is felt that a child needs further support, emotional well-being sessions will be offered. The emotional well-being sessions are also offered as drops in sessions to all children within the school. They will be supported by the school therapist. Consultation is offered with staff, and strategies offered.

Group Play Therapy

Small group therapeutic sessions will be identified to pupils of up to 6. This is offered across the school when there are ongoing issues. Group sessions may be used for children who maybe experiencing similar experiences. Children will be identified through discussion with the pastoral team and class teachers. Parents will be notified of this support.

Therapeutic Play Sessions

Therapeutic Play is a method of low-level therapy for children who are experiencing mild to moderate social, emotional, or behavioural difficulties. Children can only access this support through a referral system. When children are identified there will be a consultation with staff and initial meetings with parent/carers and an initial meeting with the child.

Play Therapy

Play Therapy helps children understand muddled feelings and upsetting events that they haven't had the chance to sort out properly. Rather than having to explain what is troubling them, as adult therapy usually expects, children use play to communicate at their own level and at their own pace, without feeling interrogated or threatened. Play Therapy maybe a long-term piece of work to support the pupil through their trauma. We are very fortunate at Hurst Green to have a full time, fully qualified and experienced Play Therapist on our staff.

Social Skills groups

Social skills groups are set up within the school day focusing on children who may be finding it difficult within their peer groups. Currently this is used in group situations within the quad at lunchtimes and breaks to encourage new peer interactions.

Anti-Bullying Ambassadors

When available, Hurst green children will be take part in training for the Diana Award. This will teach a group of 20 children how to offer peer support within the playground. An Ambassador's role is to help educate their peers on bullying behaviour, help to promote a culture which celebrates and tolerates difference and help to keep their peers safe both online and offline.

Playground Leaders

The duties that the children carryout includes, leading games in the playground, ensuring equipment is put away correctly

Local Support

In Dudley, there are a range of organisations and groups offering support, including the **CAMHS partnership**, a group of providers specialising in children and young people's mental health wellbeing. These partners deliver accessible support to children, young people, and their families, whilst working with

professionals to reduce the range of mental health issues through prevention, intervention, training, and participation.

<https://www.blackcountryhealthcare.nhs.uk/our-services/dudley-camhs>

Family Counselling

At Hurst Green we have established links with local supporting services to access Family Counselling through Believe 2 Achieve. Family Counselling is a confidential, non-judgmental space to explore the challenges and issues within the family which may be contributing to the difficulties being experienced by the young person.

9.0 Warning Signs

Staff may become aware of warning signs which indicate a child 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 alert Lucy Vines Senior Mental Health Lead via CPOMS.

Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness, or loss of hope
- Changes in clothing – e.g., long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

10.0 Targeted support

We recognise some children and young people are at greater risk of experiencing poor mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We work closely with school nurses and their teams in supporting the emotional and mental health needs of school-aged children. School nurses are equipped to work at community, family, and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of pupils who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems.
- Providing Play therapy for our high-risk children
- Working closely with Dudley/ Birmingham and Sandwell City Council Children's Services, Black Country CAMHS, and other agencies services to follow various protocols including assessment and referral.
- Identifying and assessing in line with the Early Help Assessment Tool (EHAT), children who are showing early signs of anxiety, emotional distress, or behavioural problems.
- Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Care Plan as the first stage of a 'stepped care' approach.
- Providing a range of interventions that have been proven to be effective, according to the child's needs.
- Ensuring young people have access to pastoral care and support, as well as specialist services, including CAMHS, so that emotional, social, and behavioural problems can be dealt with as soon as they occur.
- Providing young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support

offered should take account of local community and education policies and protocols regarding confidentiality.

- Providing young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- Identifying, assessing and supporting young carers under the statutory duties outlined in the Children & Families Act 2014.
- Hurst Green Primary will also follow the Mental Health and Wellbeing provision in Schools report 2018.

11.0 Managing disclosures

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive, and non-judgemental.

All disclosures should be recorded confidentially on the student's personal file, including:

- Date
- Name of member of staff to whom the disclosure was made
- Nature of the disclosure & main points from the conversation
- Agreed next steps

This information will be shared with Lucy Vines our Senior Mental Health Lead via CPOMS.

If a Peer Mentoring Programme is in place, any disclosures made will also map with this process.

12.0 Confidentiality

If a member of staff feels it is necessary to pass on concerns about a child to either someone within or outside of the school, then this will be first discussed with the child.

We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained from the child first, however, non-consent would still require this information to be passed on.

It is important to also safeguard staff emotional wellbeing. We have five DSLs in school and sharing disclosures with a DSL colleague ensures that a single member of staff isn't solely responsible for the child. This also ensures continuity of care should staff absence occur as well as providing opportunities for ideas and support.

Parents must always be informed, but pupils may choose to tell their parents themselves. If this is the case, and only this course of action is thought to be appropriate, a timescale of 24 hours will be given to the child to share this information before the school contacts the parents/carers. This kind of decision will be made on a case-by-case basis, and two DSLs must agree to such a delay.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

13.0 Whole school approach

13.1 Working with parents/carers

If it is deemed appropriate to inform parents, there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – pupils, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we

should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

We will ensure a record of the meeting and points discussed/agree are added to the pupil's record and an Individual Care Plan created if appropriate.

13.2 Supporting parents

We recognise that 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 by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems.
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.).
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and
- Ensuring 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 transport and childcare. We recognise this might involve liaison with family support agencies.

14.0 Supporting Peers

When a student 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 may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the student 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 (e.g., signs of relapse)

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

15.0 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 to enable them to keep pupils safe. A nominated member of staff will receive professional Mental Health First Aid training or equivalent.

We will host relevant information on our website for staff who wish to learn more about mental health. 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 and additional CPD will be supported throughout the year where it becomes appropriate due 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 Victoria Kelly who can also highlight sources of relevant training and support for individuals as needed.

16.0 Policy Review

This policy will be reviewed every two years as a minimum. The policy may be updated more frequently to reflect local and national changes. This is the responsibility of Lucy Vines our Senior Mental Health Lead.

Any personnel changes will be implemented immediately.

Appendix 1

Tier referral System for emotional health and well-being for pupils

Stage	Provision required	Presentation & Next Step	Monitored by
1	Universal provision	<p>The child may present with worries, symptoms of low mood and or anxiety. Duration seen – less than a month</p> <p>Next Step Pastoral to hold discussion and consultation with staff, to identify resources and strategies to use within school to alleviate concerns.</p> <p>Pastoral to make call home to discuss</p>	Class teacher Teaching Assistant
2	Early Intervention support	<p>The child is showing difficulties with emotions, slight behaviour changes seen by staff.</p> <p>Next step Pastoral to hold discussion and consultation with staff, to identify resources and strategies to use within school to alleviate concerns. Small group intervention Emotional well-being check ins from teaching assistant Pastoral to make call home to discuss</p>	Class teacher Teaching Assistant Overview from Pastoral team
3	Universal and Early Intervention support	<p>Some loss of well-being, ongoing impairment of functioning preventing the child reaching their full potential / Unresolved relationship issues: friendships, sibling rivalries</p> <p>Next Step Consultation with staff, and strategies offered.</p> <p>To identify set support from school on a weekly basis, Emotional Wellbeing sessions offered. Pastoral to make call home to discuss</p>	Class teacher Teaching Assistant Overview from Pastoral team

<p>4</p>	<p>Targeted, additional support</p> <p>Include</p> <p>Children with family support</p> <p>Or</p> <p>TAF</p>	<p>Child feels emotionally unwell, considerable impairment of functioning; problems need to be dealt with promptly to prevent further deterioration.</p> <p>Children's emotional health and wellbeing concerns can be complex. Stress and trauma</p> <p>Symptoms occurring more than 3 months after a recognised traumatic event</p> <p>Next Step Consultation with staff, to offer an initial meeting with parent and initial meeting with child</p> <p>To initially offer Emotional well-being check in's over a 3-4 session period.</p> <p>If still escalating to then offer a minimum of 12 sessions of Therapeutic Play then leading onto a Play Therapy referral</p> <p>Pastoral to make call home to discuss</p>	<p>Class teacher Teaching Assistant Overview from Pastoral team Lucy Vines</p>
<p>5</p>	<p>Provision above school expected support</p> <p>Severe</p> <p>High Priority cases include</p> <p>Child Protection</p> <p>Child In Need</p> <p>Looked after Child</p>	<p>Mental illness or disorder child at risk and unable to function. Where a child presents with severe anxiety, low mood, serious self-harm attempts, severe aggression, posing a risk to self and other.</p> <p>Major impact on daily functioning, child not engaging in daily activities. Deterioration in self-care and daily personal, social and family functioning</p> <p>Uninhibited behaviour, over activity, risk taking, with pressure of speech and agitation . Severe depression, social withdrawal, suicidal thoughts.</p> <p>Next Step Consultation with staff, to offer an in initial meeting with parent and initial meeting with child.</p>	<p>Class teacher Teaching Assistant Overview from Pastoral team Lucy Vines Universal services</p>

		<p>To set up a team around the child and identify key workers at school to discuss strategies for child.</p> <p>To offer on-going Play Therapy sessions for the child.</p> <p>To offer Child Parent Relationship Therapy if deemed appropriate.</p> <p>If no spaces and an emergency referral needed to CAMHS</p> <p>Pastoral to make call home to discuss</p>	
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