

Mental Health and Emotional Wellbeing Policy

Beaufort Primary School



Approved by:

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1. Promoting wellbeing at all times

At Beaufort Primary School, we are committed to supporting the emotional health and wellbeing of all 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 at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we 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 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 aims at pupils with more complex or long term difficulties.

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

- Strengths and Difficulties questionnaire
- The Boxall Profile
- Emotional literacy scales

2. Lead Members of Staff

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

Emily Ferris – Headteacher, DSL/CPO

Debbie Harrison – Deputy Headteacher, DSL, Wellbeing Award Lead, Online Safety Officer

Hannah Piper – Deputy Headteacher, DSL

Maria Fry – Family Link Worker, DSL, Wellbeing Lead, Mental Health First Aider

Sam Jaycock – Inclusion Lead, DSL

Roz Markham – ELSA

Becky Lambert – ELSA

We also have Wellbeing champions throughout the school staff body:

Jo Eastment: Nursery Teacher

Kirsty Molloy – Special Needs Assistant, Lunch Club and Afterschool provision

Lisa Anderson – Extended Services Manager, Special Needs Assistant

Sharon Taylor – Teaching Assistant, Afterschool provision

Natasha Haycraft – Year 4 teacher

Claudia Valentino – Year 3 teacher

Michelle Tytherleigh – PPA cover teacher

Georgie Bruckshaw – Year 5 teacher

Kerry Biggs – Special Needs Assistant and lunchtime supervisor

3 .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 Learning for Life curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching but we will also use the PSHE Association Guidance and SCARF resources to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

4 .Targeted support

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

- Circle time approaches or 'circle of friends' activities
- Targeted use of resources, including SEND and SEMH
- Managing feelings resources e.g. 'worry boxes
- Managing emotions resources such as Zones of Regulation and targeted use of 'the Incredible 5-point scale'
- ELSA support
- Therapeutic activities including art, Lego, relaxation and mindfulness techniques
- Referral to external support such as CAHMS, Barnardos, Jigsaw etc

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

- Strengths and Difficulties questionnaire
- The Boxall Profile
- Emotional literacy scales

5. 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.

6. Identifying Needs

All staff will be vigilant and aware of possible difficulties including:

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

Staff will talk with parents/carers and liaise with pastoral care team to access support.

7. Identifying Warning Signs

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 via CPOMs

Possible warning signs include:

- 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 feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

8. 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
- Share and allow parents to access sources of further support e.g. through parent forums
- Ensure that all parents are aware to talk to the class teacher initially, 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 Learning for Life lessons and share ideas for extending and exploring this learning at home through termly topic webs
- Family Link Worker to be available to support and signpost parents and carers and enable them to access external agencies and partners.

9. 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:

- The school nurse
- Educational psychology services
- STIPS

- Paediatricians/ Health services
- CAHMS (child and adolescent mental health service) and allocated School Primary Mental Health Worker
- Counselling services
- Family support workers
- Therapists (play and art)
- Surrey Young Carers

10. Training

All staff will receive regular TAMHS and other training about recognising and responding to mental health issues as well as their regular child protection training in order to enable them to keep pupils 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.

11. Links with other policies

This policy is linked to our:

- › Attendance policy
- › Anti-Harassment policy
- › Behaviour policy
- › Child Protection and Safeguarding policy
- › Curriculum policy
- › EAL policy
- › Family Learning (Homework) policy
- › Home/School Agreement
- › Online Safety policy
- › Pupil Premium policy
- › SEND policy
- › Spiritual, Moral, Social and Cultural policy
- › Supporting Vulnerable Children Policy (Including Young Carers policy)
- › Staff code of conduct
- › Teaching and Learning policy
- › Volunteers policy
- › Whistleblowing policy