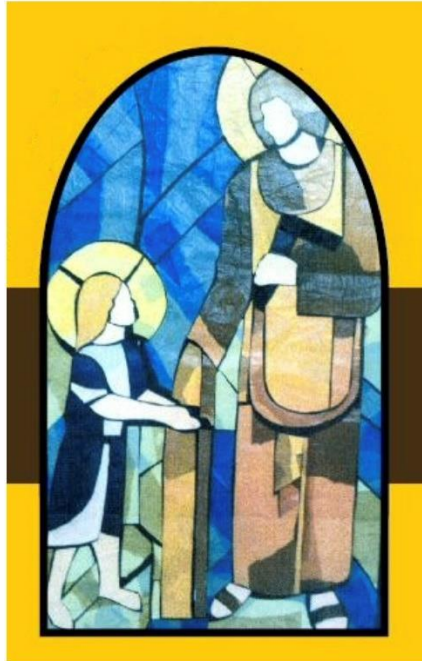


St Joseph's Catholic Primary

We follow in St. Joseph's footsteps, building a community of love, trust, respect and learning.



Children's Mental Health and Emotional Wellbeing Policy

We follow in St. Joseph's footsteps, building a community of love, trust, respect and learning.

'Kind words, kind hands'

Reviewed by May Dixon (Pastoral Lead)

Approved by Governors Date:

Due for Review:

1. Policy Statement

Mental good health is a state of well-being that enables every individual to realise their own potential by coping with the normal stresses of life, to work productively and make a contribution to their community. (Adapted from the definition by the World Health Organisation)

At St Joseph's we recognise that children's mental and emotional health is a crucial factor in their overall well-being which can affect their learning and achievement. We aim to promote positive mental health for every member of our school community.

We understand that a child's persistent mental ill health may lead to significantly greater difficulty in learning than their peers and aim to provide a nurturing and supportive environment where we recognise and respond to areas of need.

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health (SEMH) as one of the areas of Special Educational Need.

The Department for Education (DfE) states that: *"in order to help their pupils succeed; schools have a part to play in supporting them to be resilient and mentally healthy"*.

Our children experience a nurturing and supportive environment where they have the potential to develop self-esteem, overcome adversity and build resilience. Our role is to ensure they manage times of change and stress and access support when they need it. Children learn how to maintain positive mental health, what factors may affect their mental health, and how to seek help and support.

2. Our Policy Aims:

Our aim is to help develop the protective factors which build resilience to mental health issues and be a school where:

- ALL pupils are valued
- ALL pupils have a sense of belonging and feel safe
- We promote positive mental health in all staff and pupils
- Provide support and training to staff working with children with mental health issues
- Provide support to pupils suffering mental ill health and their peers and families when necessary
- Ensure staff recognise early signs of mental ill health
- Provide an environment where pupils feel able to talk openly with trusted adults
- Provide an environment where positive mental health is promoted and valued

Mental health and well-being is not just the absence of mental health problems. We want our children to:

- Feel confident in themselves
- Be able to recognise and express a range of emotions appropriately
- Be able to make and maintain positive relationships with others
- Cope with stresses of everyday life
- Manage times of stress and be able to deal with change
- Learn and achieve their potential

3. Why this policy links to other policies

This policy links to other policies such as Safeguarding, Anti-Bullying, SEND and Behaviour as we understand that all behaviour is communication and may be related to an unmet mental health need.

4. A whole school approach to Promoting Positive Mental Health

We take a whole school approach to promoting positive mental health as we aim to help pupils gain resilience, be happy and successful and prevent problems from arising when possible. We do this by:

- Creating an ethos, policies and behaviours that support mental and emotional well-being in a way that everyone understands
- Supporting children as they develop social relationships, helping them support each other and seeking help when needed
- Helping our pupils be resilient learners
- Teaching opportunities to develop social and emotional skills and an awareness of mental health
- Early identification of pupils with mental health needs and planning support to meet their needs by trained staff in school and including working with specialist services when appropriate
- Effectively working with parents and carers
- Supporting and training staff to develop their skills and resilience
- All staff receive Trauma Perceptive Practice Training

5. Roles and Responsibilities

We believe ALL staff have a responsibility to promote positive mental health and we understand the protective and risk factors for mental health. We know that some children will require additional help and our staff are trained to have the skills to look out for early warning signs of problems.

Senior Mental Health Lead Mrs S Golding	Leads on and works with all staff to coordinate whole school activities to promote positive mental health. Provides advice and support to staff and organises training updates. Ensures staff are aware of support and services available. Creates and develops the bespoke SMILE (PSHE) curriculum. Leads on and makes referrals to mental health services.
SENCO - Mrs A Varley	Leads whole school training in Zones of Regulation. Provides staff training eg TPP, Essex Steps etc. Makes referrals to mental health services. Creates SEMH plans for SEND pupils. Supports staff to understand their responsibilities to children with SEND, including those who may need specialist provision. Transition support.
Pastoral Lead - Mrs M Dixon	Works with children and families to support non-academic issues. Transition support. Young Carers. Healthy Schools Lead.
Safeguarding Team - Mrs S Golding (Lead) Mrs M Dixon (Deputy) Mrs S Davies (Governor)	Safeguarding/ Child Protection Team
SMILE (PSHE) curriculum - Mrs S Golding	Specific lesson content determined by the stage and needs of cohort with an emphasis on enabling pupils to develop skills, knowledge, language and understanding to seek help for themselves and others if needed. Our Catholic ethos is strongly embedded within school in all aspects of mental health issues.
Emotional Awareness Assistants - Mrs H Campbell KS1 Mrs M Dixon KS2	Support class teachers in identification of pupils requiring EL support and providing intervention to those pupils in specific areas of need.
Learning Behaviour Lead - Mrs M Dixon	Supports pupils with barriers to accessing academic learning through a range of interventions that allow SEMH needs to be met.

Trauma Perceptive Practice - All Staff	The Essex approach to understanding behaviour and supporting emotional well- being.
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We also provide a range of support from outside services such as resilience coaching.

6. What to do if you have a concern about a child's mental health or well-being

Any concerns should be raised to the Head Teacher in the first instance or another Designated Safeguarding Lead. If a pupil presents with a medical emergency then normal procedure for such emergencies should be followed e.g. contacting emergency services or alerting a first aid trained member of staff. Where a referral is appropriate e.g. to an emotional/ mental health service this will be managed by the Safeguarding Lead concerned, with the Head Teacher being aware of any referrals.

Children identified as needing 'additional to' and 'different from' support with their mental health and emotional well-being will be supported by a SEMH plan created by the SENCO.

7. Warning Signs

Staff may become aware of warning signs that indicate a pupil is experiencing mental health or emotional well-being issues. These signs should always be taken seriously and concerns should always be communicated to the Class Teacher, Safeguarding Leads or Head Teacher. Possible signs may include:

- Physical signs of harm that may be non-accidental or repeated
- Changes in eating/sleeping habits
- Increased isolation from friends or family, becoming withdrawn
- Changes to academic achievement
- Talking or appearing to joke about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Changes in appearance such as clothing eg long sleeves in warm weather
- Secretive behaviour
- Skipping PE/ getting changed secretly
- Lateness to school or absence
- Parental concerns re changes to behaviour at home
- Repeated physical pain or nausea with no evident cause
- Non-verbal behaviour
- Drug or alcohol misuse

Staff are aware that mental health needs, such as anxiety, may appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. We recognise this may be related to home problems, peer relationships,

difficulties with learning or development. If a child is considered to be in immediate harm the child protection procedures would be followed.

8. Verbal Disclosures by Pupils

It is vital that staff remain calm, supportive and non-judgmental to pupils if a verbal disclosure is made. The emotional and physical safety of the child is paramount and staff listen rather than advise. Staff should ensure they explain to pupils that the concern will be shared with the appropriate member of the Safeguarding Team in order to provide support. All disclosures must be recorded on CPOMS as per our safeguarding procedures eg Cause for Concern, and allocated to a member of the Safeguarding Team. Mental health disclosures are subject to normal confidentiality procedures.

9. How we support Pupils' Positive Mental Health

We believe we have a key role in promoting pupils' positive mental health, preventing and identifying mental health issues. We have a range of strategies and approaches:

Pupil-Led Activities:

Campaigns and activities to raise awareness of mental health

Emotional Literacy intervention

EBSA (Emotional Based School Avoidance)

Stirling and Leuven's Assessments/ Observations

Other SEMH interventions as appropriate

Class Activities:

Worry boxes

Mindfulness activities – daily

SMILE lessons

Transition Support:

Gathering information from previous school/ passing on information to new setting

Home visits pre-Reception

Transition meetings with pupils/ parents/ relevant staff

Key adult support for vulnerable pupils

Whole School:

Well-being Walks

SMILE provision e.g. NSPCC Speak Out, Stay Safe

Zones of Regulation

Assembly themes / Themed days e.g. World Mental Health Day

Guest Speakers/ Workshops

Clubs and Activities after school

Breakfast Club

Daily Mindfulness opportunities

Young Carers Club

Power of Reading:

A range of resources are available throughout school for pupils to access.

Displays and Information:

Throughout school signposting pupils to support services e.g. Child line

Small Group/Individual Activities:

Sensory Snug – located in the Craft Room

Friendship Skills Group

Individual Check-ins for pupils undergoing difficulties e.g. family illness, bereavement etc.

Pupil Voice

Opportunities throughout the year to have a say on how they feel about key issues such as feeling safe in school.

10. Working with Specialist Services

In some cases a pupil's mental health needs may require support from a specialist provider. This may include anxiety, depression, risk taking behaviours, school refusal. We have links and regular contact with a range of services to ensure our children and their families' access appropriate support. Referrals to specialist services are arranged in consultation with the pupil and parents.

11. Involving Parents and Carers

We value the important role that parents have in promoting the positive mental health and well-being of their children. We organise a range of opportunities for parents to access support eg specialist referrals, workshops, TAFs, information on a range of services on our website and in our weekly newsletter via our online learning platform. We have an open-door policy where

parents can pop in and raise a concern with an appropriate member of staff or have a telephone conversation. We always keep parents informed about any decisions regarding support and interventions. Parents and carers would always be informed if their child is deemed to be at risk of danger. Pupil specific risk assessments are created by the appropriate member of staff when necessary, these are shared with parents for approval before implementation. When possible, parents are offered information to take away or signposted to places to seek further support. We discuss how parents and carers can support their child. We make every effort to support parents accessing appropriate services.

11. Training

All staff receive regular training about recognising and responding to mental health issues as part of their Child Protection training. We are a TPP school.

Appendix 1

Protective and Risk Factors (adapted from the Mental Health and Behaviour DfE March 2016)

	Risk Factors	Protective Factors
In the child	• Genetic influences • Specific development delay • Communication difficulties • Physical illness • Academic failure • Low self-esteem • SEND	• Being female (in younger children) • Secure attachment • Outgoing temperament as infant • Good communication skills/ sociability • Being a planner/ having a belief in control • Humour • Problem solving skills and positive attitude • Experiences of success • Faith/ spirituality • Capacity to reflect
In the family	• Overt parental conflict including domestic abuse • Family breakdown • Inconsistent/ unclear discipline • Hostile/ rejecting relationships • Failure to adapt to child's changing needs • Physical, sexual, emotional abuse or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship	• At least one good parent/ child/ supportive adult relationship • Affection • Clear, consistent discipline • Support for education • Supportive long-term relationship or absence of severe dis-chord
In school	• Bullying • Discrimination • Breakdown in or lack of friendships	• Clear policies on behaviour and bullying • Open-door policy for children to raise problems

	• Negative peer influences • Peer pressure • Poor pupil/ teacher relationships	• Whole school approach to promoting positive mental health • Positive classroom management • A sense of belonging • Positive peer influences
In the Community	• Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events	• Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/ leisure activities.