



**Park Brow  
Primary School**

Happy - Respect - Pride - Caring - Potential



# Mental Health and Emotional Wellbeing Policy

**Please see Park Brow SEND Information Report 2020 which includes updates regarding the implications of Covid -19 on provision for SEND pupils at Park Brow**

## Contents

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

## 1.0 Policy statement

At Park Brow Primary School, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors. Our open culture allows students' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

## 2.0 Scope

This policy is a guide to all staff – including non-teaching and governors – outlining our approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies.

## 3.0 Safeguarding

The **Keeping Children Safe in Education** document outlines the responsibilities of school in supporting the Mental Health and wellbeing of children as part of Safeguarding procedures:

- All staff should be aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic experiences, this can have a lasting impact throughout childhood and into adulthood.
- It is important that staff are aware of how these children's experiences, and their high prevalence of special educational needs and mental health needs, can impact on their behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Part 2 of **Keeping Children Safe in Education** sets out the arrangements for the management of safeguarding. The main points:

- Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.
- Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

## 4.0 Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.(Please see separate staff wellbeing policy )

## 5.0 Key staff members

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

- **Inclusion team** – Miss Liz Casey Miss Andrea Burke Mrs T Forsyth Miss Hannah Johnston
- **Designated Safeguarding Lead**- Miss Andrea Burke
- **Deputy Safeguarding Lead**- Head teacher :Miss Valmai Roberts
- **Social Emotional Mental Health Leads** - Mrs T Forsyth Miss Hannah Johnston
- **School Counsellor- Kids In Mind** Mrs Debbie Dempsey
- **SENCO** – Miss Claire Swinburn

- **Mental Health First Aid-** Mrs T Forsyth Miss Hannah Johnston Miss A Burke C. Swinburn
- **Bereavement support:** Clare Wolohan

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to one of the above members of staff. If the information involves a safeguarding concern it should be referred to the **Safeguarding leads** or members of the **Inclusion team**.

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.

## 6.0 PPPs

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 through consultation with the SENCO and safeguarding lead that the child is placed on the SEN register in the category of SEMH. A **Personal Provision Plan** should then be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

### **SEMH PPP Content:**

- 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

## 7.0 Teaching about mental health

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our assembly programme, PSHE and SMSC curriculum. School implements the "Jigsaw" PSHE Scheme of work, which ensures full coverage of key mental health aspects.

In addition, school follows the guidance issued by the **PSHE Association** to prepare us to teach about mental health and emotional health safely and sensitively.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing>

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

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

## 8.0 Signposting

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

Within the school 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 students 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

## 9.0 Sources or support at school and in the local community

Park Brow benefits from a dedicated team to support the emotional wellbeing of our children; whether this is a whole school raising awareness session to targeted small group or individual support. Once a need has been identified the specific needs of each child are supported through a variety of targeted strategies.

### School Based Support

#### General Pre-emptive whole school approaches

Relax for SATS	To provide support for the emotional preparation for SATS.
NSPCC	Support for Bullying and mental Health
Barnardo's	Life Skills training aimed at health and personal development

#### Group therapeutic support

Circle Time	To develop cooperation and social skills.
Nurture Groups	Group nurture groups
Circle of friends	Group sessions with friendship focus
Lego Therapy	Social Communication tool

#### Individual Support

DESTY Island	Individualised support for key children-
Kids in Mind- 1:1 counselling service	Helping children with coping strategies to change their behaviour caused by a life changing event.
Individual Learning Mentor Support	To provide emotional support for those children who are experiencing an emotional trauma in their lives.
1-1 behaviour counselling	Managing emotions.
C.A.M.H.S	To support and assess children/families with emotional/mental issues.
Family First/Stronger families.	Supporting families at their home in a variety of ways to address their needs.
Oak Bereavement Service	Aimed at those children who have suffered bereavement in the close family.

#### Local Support

In Knowsley, 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.Knowsleycamhs.com/>

## 10.0 Warning Signs

Staff may become aware of warning signs which indicate a student 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 Miss Burke, Miss Swinburn or Mrs Forsyth.

### **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

## 11.0 Targeted support

We recognise some children and young people are at greater risk of experiencing poorer 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 and 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 students 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;
- Working closely with Knowsley's Children's Services, 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;
- Ensure 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;
- Provide 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;
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

## **12.0 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 Miss Andrea Burke, Miss Valmai Roberts and Miss Liz Casey

## 13.0 Confidentiality

If a member of staff feels it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will be first discussed with the student. 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 student first, however, there may be instances when information must be shared, such as students up to the age of 16 who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents must always be informed, but students may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/carers.

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.

## 14.0 Whole school approach

### 14.1 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 – students, 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.

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.

## **14.2 Supporting parents**

We recognise 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.

## 14.3 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 and Staff Development

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 students safe. A nominated member of staff will receive professional Mental Health First Aid training or equivalent.

We will post relevant information and links to CPD on our staff shared drive and colleague thread for staff who wish to learn more about mental health.

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 developing situations with one or more students.

Where the need to do so becomes evident, we will host staff meeting 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 **Miss Claire Swinburn, Miss Andrea Burke or Mrs T Forsyth** 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 next review date is **October 2021**

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of **Claire Swinburn**.

Any personnel changes will be implemented immediately.