



Portishead Primary School

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 of 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 School staff support and training
- 16.0 Policy Review

1.0 Policy statement

At Portishead Primary School, we are committed to promoting positive mental health and emotional wellbeing to all pupils, their families and members of staff and governors. Our open culture allows pupils' 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 Portishead Primary School's approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with the Safeguarding, Behaviour and Anti-Bullying policies.

3.0 Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and pupils.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of 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.
- 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 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 Leaders
- Senior Mental Health Lead
- Mental Health Champions
- Designated Safeguarding Leads
- Inclusion Leader
- Mental Health First Aiders
- PSHE Coordinator

If a member of staff is concerned about the mental health or wellbeing of pupil, in the first instance they should speak to Lucy Sargent (DHT).

If there is a concern that the pupil is high risk or in danger of immediate harm, the school's safeguarding 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 as part of our PSHE curriculum and our peer mentoring programme.

We will follow the guidance issued by Jigsaw PSHE scheme of work to prepare us to teach about mental health and emotional health safely and sensitively.

Incorporating this 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.

We regularly promote mental health and wellbeing through Children's Mental Health Week, World Mental Health Day and at other points in the year through assemblies and other opportunities.

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. **See Section 14 for Supporting Peers**

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, 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 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

School Based Support –

	What it is	Who it is suitable for and how it is accessed
Whole school	<ul style="list-style-type: none"> • Campaigns and assemblies to raise awareness of mental health e.g. World Mental Health Day, Children's Mental Health Week, Healthy School's Week • Displays and information around the school about positive mental health and where to go for help and support • Staffroom Wellbeing area signposting support and 5 ways to wellbeing. • School website Wellbeing page • Reading Well area in the library with a range of books to support mental health • Worry box in the foyer 	<p>Universal- for all pupils and staff</p> <p>Delivered as part of the planned wider school curriculum through assemblies etc as well as in response to current affairs and issues that may arise.</p>
Class based	<p>Quality education about mental health- following Jigsaw Scheme of work for PSHE and RSE from EYFS-Y6. This is delivered to all pupils through weekly 'Friendship Friday' PSHE afternoons</p> <ul style="list-style-type: none"> • Worry boxes in the classroom for children to let a trusted adult know there is a problem • Circle time weekly to promote mental health and build relationships • Weekly mindfulness sessions to support children with building their resilience and to learn calming techniques e.g. breathing and visualising • Use of Emotion boards to share how children are feeling daily • Forest school sessions taught by qualified leaders(18 for EYFS-Y2, 6 for Y3-6) to develop resilience, build relationships and be out in nature 	<p>Universal- for all pupils</p>

Lunchtime support	Library club- board games and small group social skills development	For targeted pupils- identified by class teachers, Inclusion leader and Senior Mental Health Lead. Parents can also request that their child can access this support.
	Lego club- group work and building resilience	
	Forest school- group work and building resilience	
	Play pods- bean bags and boxes of quiet toys and books outside	Universal- for all pupils although priority may be given to certain identified children if necessary.
	Peer Mentors- Play Leaders (older children supporting younger children with their games at lunchtime).	Universal- for all pupils Play leaders are chosen by Sports leader each year.
Small group/ 1:1 activities	Nurture groups- class teachers and LSAs	Through class teacher/ Inclusion
	Emotional Literacy Support	Leader/Mental Health Leader
	Enhanced transition- <ul style="list-style-type: none"> Nursery-EYFS: Children will have access to a bespoke settling in process to meet their needs. EYFS-Y5 pupils transitioning to their new teachers will have additional visits to their new class and new teacher as well as transition booklets to take home over the summer. Y6-7 pupils transitioning to secondary school will have additional visits and meetings with secondary school staff. 	Children on the SEND register and other identified as needing support by class teacher/ EYFS leader/ Nursery leader/ Inclusion Leader.
	Rainbows bereavement group	Children identified by class teachers/Inclusion Leader or parents.
	Mental Health First Aider support	Children identified by class teachers/Inclusion Leader or parents.

Parents	Parent support groups	Parents to contact Senior Mental Health Lead for referral- no criteria
	Newsletters and school website	Universal- for all
Adults	Mental Health First Aiders	Universal – for all
	Successful Supervisors- all SMSAs have been trained through a Beacon School Support programme. A common approach to behaviour management and support.	Universal- all pupils supported by SMSA team at lunchtime.
	Wellbeing support for staff – Health Assured APP Access to free 24-hour support line for staff Access to 6 counselling sessions for staff	Universal- for all staff
	Website resources and links	Universal- for all

Local Support

In some cases, a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders. We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the child's Individual Care Plan.

In North Somerset, there are a range of organisations and groups offering support, including the School Nursing Team, North Somerset Parenting support groups, GPs, CAMHS, (Professionals specialising in children and young people's mental health wellbeing) [CAMHS :: Avon and Wiltshire Mental Health Partnership NHS Trust \(awp.nhs.uk\)](http://awp.nhs.uk), Educational Psychologist, Primary Mental Health Specialists, MHST (Mental Health Support teams) and 'Off The Record' [MHST - OTR - North Somerset \(otrnorthsomerset.org.uk\)](http://otrnorthsomerset.org.uk)

School referrals to a specialist service will be made by the Mental Health Lead or the SENDCO following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil's specific needs.

Main Specialist Service	Referral process
Child and Adolescent Mental Health Service (CAMHS) CAMHS :: Avon and Wiltshire Mental Health Partnership NHS Trust (awp.nhs.uk)	Accessed through the Senior Mental Health Lead or SENCO
Educational Psychologist	Accessed through the Inclusion Leader
Parenting support groups	Accessed through the Senior Mental Health Leader
School Mental Health Support Team	Accessed through the Senior Mental Health Leader

SEND and mental health

Persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age. In some cases, the child may benefit from being identified as having a special educational need (SEN).

9.0 Warning Signs

Staff may become aware of warning signs which indicate a pupil 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 Richard Riordan or Lucy Sargent (Mental Health First Aiders) and log on 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 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 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;
- Working closely with North Somerset'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, 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.

11.0 Managing disclosures

If a pupil 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 pupil's personal file, including:

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

This information will be shared with a Designated Safeguarding Lead.

12.0 Confidentiality

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

We will tell them:

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

Ideally, consent should be gained from the pupil first, however, there may be instances when information must be shared, such as pupils 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 pupil.

This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents must always be informed, but pupils 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.

13.0 Whole school approach

13.1 Working with parents/carers

When we arrange 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 recommend using the following meeting structure:

- .1 What is going well?
- .2 What are we concerned about?
- .3 What needs to change?

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 CPOMs and an Individual Care Plan created if appropriate.

13.2 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 school staff, 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 pupil 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 pupil 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 School staff Support and Training

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help. Our Senior Mental Health Lead and Headteacher are both qualified 'mental health first aiders' and a number of our staff are Mental Health Champions.

Support

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing, such as celebrating 'Brew Monday'. We have a staff wellbeing area in the staff room with reminders of the 5 ways to wellbeing, and a wellbeing box with treats, books, food etc in. Senior Leaders aim to model a healthy work-life balance and encourage staff to work from home for their PPA where possible. Workload and wellbeing are at the heart of our strategic decisions and we regularly survey the staff about their mental health and wellbeing support. The LSP also fund support for staff via Westfield Health: 24hour counselling and advice line, plus six face to face counselling or CBT sessions. Staff also have access to the 'Health Assured' scheme which includes advice and support around mental, physical and financial wellbeing.

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. At least one member of staff will receive professional Mental Health First Aid training, and a Senior member of staff will also be trained as a Senior Mental Health Lead (through Government Grant funding).

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 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 pupils.

16.0 Policy Review

This policy will be reviewed every two years as a minimum. The next review date is

1.4.2024

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Lucy Sargent (DHT)

Any personnel changes will be implemented immediately.