



Red Hall Primary School

Mental Health and Well Being Policy

Document History	
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By:	HT
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Red Hall Primary School – Mental Health and Well Being Policy

This policy was written in consultation with staff, pupils, parents and professionals involved in mental health and wellbeing.

Our Ethos

At Red Hall Primary School, we are committed to supporting the emotional health and wellbeing of our whole school community – pupils, staff, parents/carers and governors.

We have worked hard to develop a unique ethos which puts our children and the staff's well-being at the heart of everything we do. This is what sits at the core of the service we provide at Red Hall Primary School.

We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school we:

- help children to understand and manage their emotions and feelings better
- help children and staff to feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children and staff know that they count
- support children to recognise the impact of choices they make
- encourage children and staff to be confident
- help children and staff to develop emotional resilience and to manage setbacks

We pursue our aims through:

- Universal, whole school approaches.
- Support for pupils and stakeholders going through recent difficulties.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder.

This policy should be read in conjunction with our Medical policy and our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE and all SMSC policies. It should also sit alongside child protection procedures.

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Lead Members of Staff

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

Julie Davidson: Headteacher and Mental Health and Emotional Wellbeing Lead

Angela Clemmons: School Learning Mentor

Yvonne Watson: Family Support Worker

Gillian Marshall: Social, Moral, Spiritual and Cultural (SMSC) Lead

Debbie Hayman: Assistant SENCO and staff governor

Emma Piper: ELSA (Emotional Literacy Support Assistant)

Lillian Moore: School Counsellor

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted support

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

- o Circle time approaches or 'circle of friends' activities.
- o Targeted use of SEAL resources.
- o Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- o Managing emotions resources such as 'the incredible 5 point scale'
- o Primary Group Work/Mental health and wellbeing groups
- o ELSA support groups.
- o Therapeutic activities including therapeutic story writing and relaxation and mindfulness techniques.

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

- o Strengths and Difficulties questionnaires
- o The Boxall Profile

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We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

Identifying needs and Warning Signs

School 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 communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate. CPOMS is used to record any concerns and to notify relevant staff. CPOMS entries are reviewed by the well being team weekly.

Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

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 and our Family Support worker
- Ensure that all parents are aware of who to talk to, and how to get 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 PSHE and share ideas for extending and exploring this learning at home.

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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:

- o The school nurse
- o Educational psychology services
- o Outreach support from specialist provisions
 - o Paediatricians
- o CAMHS (child and adolescent mental health service)
- o Counselling services
- o Family support workers
- o Therapists Training

Support for staff

The school enhances staff motivation, learning and professional development through:

- Dedicated PPA time within the school week
- Whole school training events, including Safeguarding
- Access to appropriate external training and quality professional development to ensure they feel valued
- Involving all staff in decision making and proposed change
- Provision of non-contact time to allow for additional responsibilities like report writing
- Consultation on training and support needs through Performance Management and regular review
- Referral to additional services e.g. counsellor, stress management if required through SAS insurance
- Reward and recognition through staff shout outs and staff member of the the half term
- A staff room environment that is relaxing and a comfortable space to work with free fruit, water and refreshments.

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 in order to enable them to keep students safe.

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 to developing situations with one or more pupils.