



METROPOLITAN BOROUGH OF CALDERDALE

## Woodhouse Primary School

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### MANAGEMENT AND GOVERNANCE DOCUMENTATION

### EMOTIONAL WELLBEING AND MENTAL HEALTH POLICY

	Date	Chair of Governors	Headteacher
Adopted	April 2019	John Eyles	Lynn Daveney
Reviewed	Nov 2023	John Eyles	Anne Crane
Next review due	Nov 2026		

# WOODHOUSE PRIMARY SCHOOL

## MANAGEMENT AND GOVERNANCE DOCUMENTATION

### EMOTIONAL WELLBEING AND MENTAL HEALTH POLICY

This policy was written with regard to:

- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)
- Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)
- [the DFE publication 'Mental Health and Behaviour in Schools' 2018](#)

#### Aim

At Woodhouse, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

This policy focuses on pupils' mental health and wellbeing. It aims to:

- Set out our school's approach to promoting positive mental health and wellbeing for all pupils across our school
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health
- Support staff to identify and respond to early warning signs of mental health issues
- Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them with access to resources
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to this policy
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils, ensuring a collaborative approach

It should be read alongside:

- SEND policy
- Behaviour policy
- Anti-bullying policy
- Child protection and safeguarding policy

#### Roles and Responsibilities

**The Governing Body**, in co-operation with the Headteacher and the Senior Lead for Mental Health, sets out the school's vision for supporting pupils' emotional wellbeing and mental health, and ensures that appropriate staffing and funding arrangements are in place to meet the needs of pupils. They should consider how best to use the SEN notional budget and pupil premium funding to provide support for pupils with mental health difficulties where appropriate. CPD should ensure that staff are aware of the common symptoms of mental health problems, what is and isn't cause for concern, and what to do if they have identified an emerging problem.

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the well-being team.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- The Headteacher, Anne Crane, is the Designated Senior Lead for Mental Health
- Designated safeguarding leads (DSL): Mrs Crane and Mrs Smaldon
- Special educational needs co-ordinator (SENCO): Mrs Smaldon
- Mental health lead: Mrs Smaldon

All school staff are responsible for:

- Promoting positive mental wellbeing
- Encourage pupils to feel comfortable talking about mental health issues and reduce stigma
- Having a clear understanding of the needs of all pupils
- Implementing the whole school behaviour policy, including anti-bullying strategies
- Follow the agreed systems and processes, set out in this policy, to support pupils with emotional wellbeing and mental health issues

Teachers are responsible for:

- Teaching the agreed curriculum to develop pupils' knowledge about mental health and wellbeing
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All staff will be offered training so they:

- Have a good understanding of what pupils' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help

School staff cannot act as mental health experts and should not try to diagnose conditions. However, they 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.

## **Working in partnership with parents**

The school places a high priority on developing parental links. Partnership with parents plays a key role in promoting a culture of emotional wellbeing throughout the school community.

We will work with parents/carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child

- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in RESPECT, and share ideas for extending and exploring this learning at home
- Publishing this policy on the school website
- Using the annual SEN Information Report, which is published on the school website, to inform parents of provision and support for pupils' emotional wellbeing and mental health
- Using the weekly newsletter to increase parents' awareness of mental health issues and where to access support
- Holding workshops for parents

## Graduated Response

In order to support children with mental health needs, the school adopts a graduated response:

### Prevention (whole-school approach)

#### **Mental health is taught in RESPECT lessons.**

We follow the PSHE Association Guidance teaching mental health and emotional wellbeing.

Pupils are taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

School will:

- Provide a structured school environment with clear expectations of behaviour
- Ensure that social norms and routines are well communicated and reinforced with highly consistent consequence systems
- Create a culture where calm, dignity and structure encompass every space and activity
- Consult pupils, through class and school council meetings, about the range of mental emotional wellbeing issues they feel are relevant to them, and about the type of activities they feel would support them
- Design a bespoke curriculum with clear intent to meet the emotional wellbeing needs of pupils in the school and to respond to emerging national and local issues
- Ensure that pupils know where to go for further information or support when they want to talk about their own or someone else's mental health and emotional wellbeing
- Promote resilience in pupils
- Regularly conduct Think GR8 Feel GR8 assemblies to increase pupils' awareness of feelings, emotional wellbeing and mental health issues and discuss ways of dealing with these

For more information, see our RESPECT curriculum

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when their mental health is deteriorating

### Identification and Assessment (whole-school approach)

The school aims to identify individual needs at the earliest opportunity in order to implement effective provision and therefore improve long-term outcomes for the child.

Staff use the flow chart for supporting a pupil's well-being document to prioritise their concerns about a pupil:

Green= low level concerns – children can be supported in the classroom to meet their well being needs: **Universal support**

Amber = Some concerns – child will be discussed at fortnightly well-being meeting.

Teacher/ staff to add comments and @ name to be contacted to explain what the concerns are: **Targeted support**

Red = immediate concerns that cannot wait until next wellbeing meeting - an email will be sent to Mrs Smaldon: **Immediate support**

Short term stress and worry is a normal part of life and many issues can be experienced as mild or transitory challenges for some children and their families. Others will experience more serious and longer lasting effects. The same experience can have different effects on different children depending on other factors in their life. For example, it is normal for children to feel nervous or under stress around exam times, or transition to high school, but other factors can make such stress part of an enduring and persistent mental health problem for some children. When a problem is particularly severe or persistent over time or when a number of these difficulties are experienced at the same time, children are often described as experiencing mental health problems.

Adverse Childhood Experiences (ACEs) may have an impact on pupils. These include death of a relative, parental separation/divorce, parent in the armed forces, birth of sibling, moving house, abuse/neglect/bullying, accidents or injuries, natural disasters/terrorist attacks, and school will use its best endeavours to support pupils during these times.

The Emotional Wellbeing survey will be used annually to identify the needs of cohorts, classes and individuals. Analysis of the results will be used to develop an action plan for the following academic year and to evaluate the impact of the school's approach to supporting pupils' mental health and emotional wellbeing.

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:

- Raising awareness of mental health during assemblies, class assemblies, RESPECT lessons and mental health awareness week
- Signposting all pupils to sources of online support on our school website
- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of our school that is negatively impacting their mental health
- Monitoring all pupils' mental health through assessments, e.g. a strengths and difficulties questionnaire

- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support, e.g. class teachers and nurture support
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
  - Worry boxes
  - Circle time

### Identification

School staff who know children well are well placed to identify emerging issues and regular professional development will keep their knowledge up to date.

School staff are also aware of the risk and protective factors that are believed to be associated with mental health outcomes.

School leaders monitor pupils' attendance, behaviour and attainment regularly; any changes in this for individuals may indicate a potential mental health issue which will be considered by adults who know the child best. **This will be discussed at the fortnightly well-being meeting with the Well being team and appropriate strategies on how best to help the child will be discussed.**

Staff are aware that there is an increased risk of developing mental health problems for pupils who are looked after or have previously been looked after, for those with special educational needs, **children who have experienced a bereavement or abuse.**

Staff should consider if emotional wellbeing or mental health issues may be the result of a safeguarding concern and should refer to the safeguarding policy if there are wider concerns of vulnerability. If there is concern that a child is at risk of harm, then normal safeguarding procedures should be followed with immediate referral to the Designated Safeguarding Lead.

When schools suspect a pupil has a mental health problem, they should use the graduated response process (assess-plan-do-review) to put appropriate support in place. **See Appendix A**

### Warning Signs

**All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:**

- Changes in:
  - Mood or energy level
  - Eating or sleeping patterns
  - Attitude in lessons or academic attainment
  - Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Rapid weight loss or gain

- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

### Assessment

Assess – clear analysis of pupils' needs

Plan – how the pupil will be supported

Do – provide the support

Review – evaluate the effectiveness of support

### Targeted Support (early support and interventions)

Where pupils have been identified as possibly having mental health problems, school will take action to put evidence-based early support and interventions in place to support them.

This may include but is not limited to:

Good to be Me

Circle of Friends

Positive Play

Nurture group

Drawing and Talking Therapy

Anxiety

Anger management

### Access to specialist support

Additional support for the children with the most complex problems includes but is not limited to:

Discussion with CAMHS First Point of Contact

Referral to CAMHS

One to one therapeutic work provided by Noah's Ark or ESCAYP

School Nursing Service

GP

Family support – to better understand child's issues and support behaviour at home

**Educational Mental Health Practitioner referral**

Where appropriate, there will be support for the pupil's class teacher to support the pupil in the classroom.

### Individual Healthcare plans

A pupil will be offered an individual healthcare plan (IHP) if they have severe mental health needs.

IHPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's IHP will contain the following details:

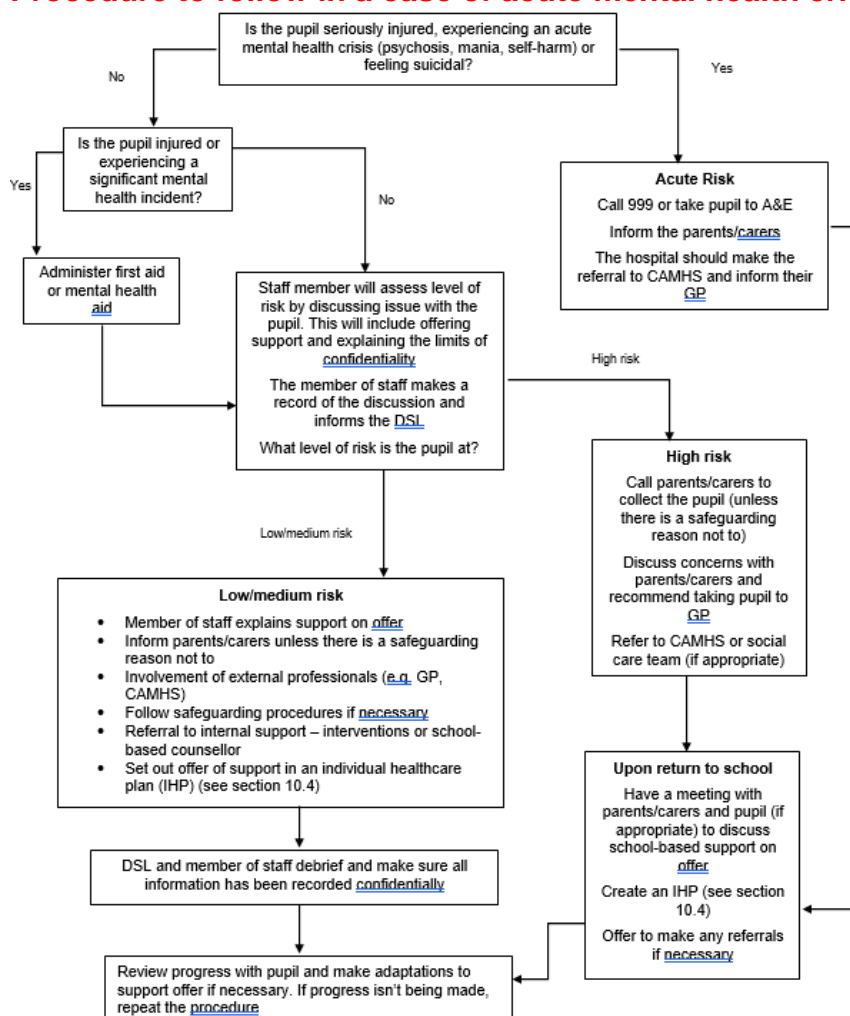
- The mental health issue (and its triggers, signs, symptoms and treatments)
- The pupil's needs resulting from the condition
- Specific support for the pupil's educational, social and emotional needs
- The level of support needed
- Who will provide the support
- Who in our school needs to be aware of the child's condition
- What to do in an emergency

The Senior Lead for Mental Health is aware of referral guidelines for a range of local services – **See Appendix B – Calderdale's Emotional Health and Wellbeing Service Guide For Professionals**. Where appropriate, parents may also be advised to seek and receive support elsewhere including from their GP, NHS services, etc.

## Special Educational Needs

Pupils with persistent or serious mental health issues will often meet the definition of Special Educational Needs and their additional support should be recorded using the school's processes for pupils with additional needs.

## Procedure to follow in a case of acute mental health crisis





## **Disclosure**

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to the DSL. All disclosures are recorded and stored in the pupil's confidential child protection file.

## **Signposting**

Sources of support are displayed around our school and linked to on our school website, so pupils and parents/carers are aware of how they can get help.

Mrs Smaldon will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

## **Complaints**

In the first instance any misunderstandings or complaints about the school's support for pupils' mental and emotional health and wellbeing should be directed to the Headteacher. Following consultations with the appropriate staff, the Headteacher will report back to the parent. If the parent feels that the complaint has not been resolved satisfactorily the complaint should be put in writing and the school's Complaints Procedure will be followed.

## **Reviewing the policy**

This policy will be reviewed in consultation with all stakeholders annually in the first instance, then every three years or earlier if deemed necessary.

