

Waltham Leas Primary Academy



Pupil Mental Health and Wellbeing Policy

Approved by:
Governors

Date: Jan 24

Last reviewed on:

March 26

Next review due by:

March 27

This procedure is non-contractual and can be amended by the academy at any time.

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Belong Grow Empower

At Waltham Leas Primary Academy, we foster kindness, empathy and understanding so that everyone **belongs** and knows their voice matters. In our safe, supportive school, differences are celebrated so that everyone can learn, grow and thrive together.

We work closely with families and the wider community to nurture, support and **empower** each other in times of joy and challenge.

Our aspirational curriculum, delivered through high-quality challenge and support, is enriched with engaging extra-curricular opportunities. This provides the bedstone for our pupils to become independent, resilient and critically engaged learners ready to **grow with purpose** in an ever-changing world.

We are the heart of Waltham, rooted in hope, creating changemakers of the future.

1. Policy Statement

At Waltham Leas Primary Academy, we are committed to promoting positive mental health and emotional wellbeing to all students and families. 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 – directly and indirectly – by mental health concerns/worries.

In addition, we aim to recognise and respond to need as it arises by promoting a safe and stable environment for pupils and families affected by mental health. We will also support with signposting families towards self-help resources and educate our staff to know how to spot the early warning signs of our pupils to ensure they are maintaining a healthy relationship with their mental health.

1.1 Scope

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff and non-teaching staff and governors. This policy should be read in conjunction with our medical policy in cases where a pupils' mental health and wellbeing overlaps with any other relevant policies such as; medical and SEND.

Policy Aims:

- Promote positive mental health and emotional wellbeing in all students and parents
- Increase an understanding and awareness of common mental health worries/concerns
- Enable staff to identify and respond to early warning signs of mental health worries/concerns
- Enable staff to understand how and when to access support when working with children with mental health worries/concerns
- Provide the right support to children with mental health worries/concerns, and know where to signpost parents to for support for the children
- Develop resilience amongst students and raise awareness of resilience building techniques

2. Legislation and Guidance

This policy was written with regard to:

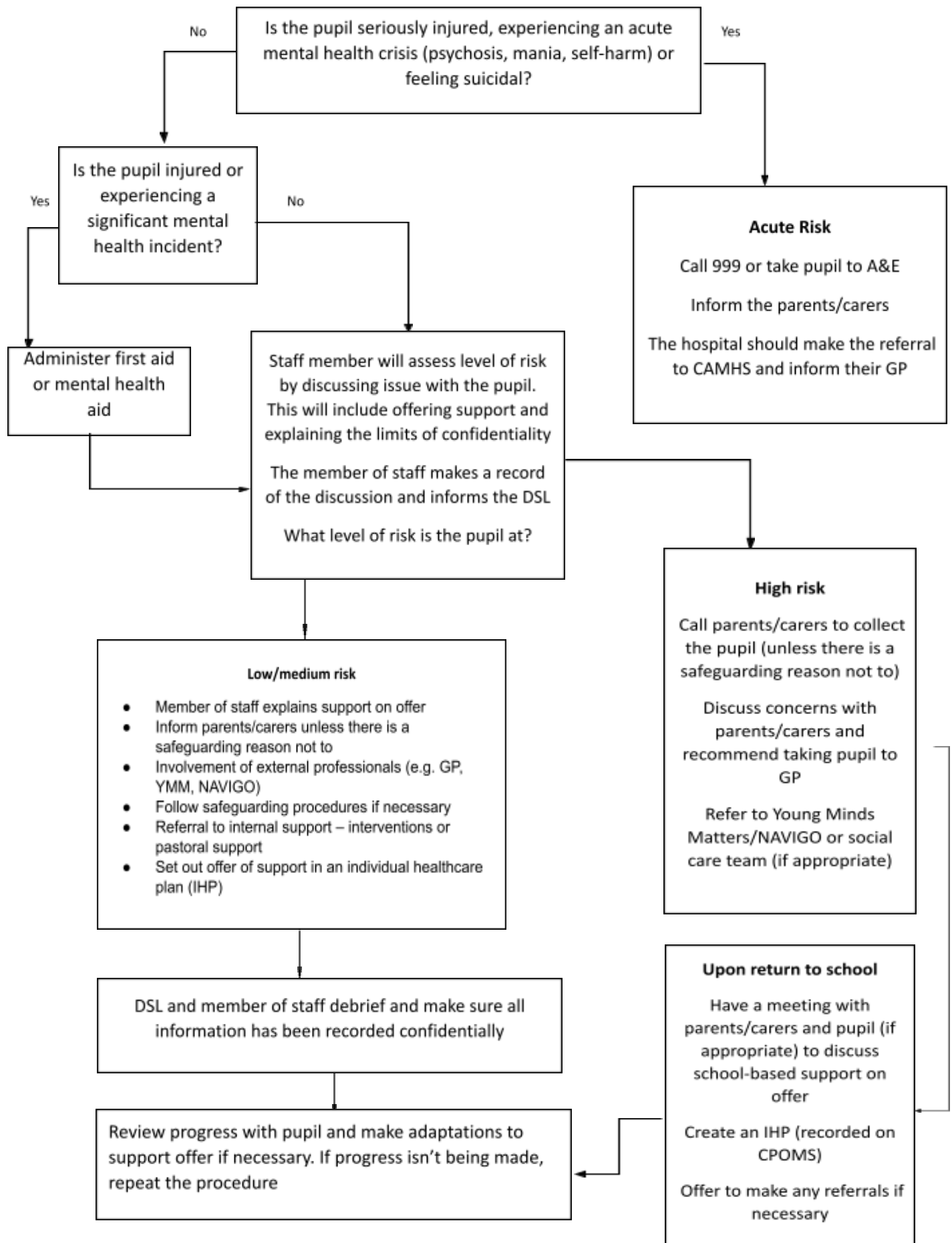
- The Equality Act 2010
- The Data Protection Act 2018
- Articles 3 and 23 of the UN Convention on the Rights of the Child

3. Key Members of Staff

- Mrs Jane Thompson (Head Teacher and Deputy DSL)
- Mrs Allyson Allenson (Deputy Head, Deputy DSL and link between school council)
- Mrs Louise Berry (SENDCO, Mental Health Lead)
- Miss Dani Sankey (DSL, Pastoral Lead and Mental Health Lead)
- Mrs Claire Read (PSHE Co-ordinator)
- Staff who are a part of the wellbeing team

A member of staff that is concerned about the mental health and wellbeing of a child, must pass their concerns onto Miss D Sankey who will then assess the risk. If the risk is deemed as high risk or the child is in danger of immediate harm, the school's child protection procedures should be followed and Miss Sankey will be informed as the DSL. If the child presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

4. Procedure to follow in a case of acute Mental Health crisis



5. Individual Health Care Plan

Pastoral Lead will create an individual health care plan and this will be held on CPOMS. This 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

6. Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the year group but there will always be an emphasis on enabling children to develop skills, knowledge, understanding, language and confidence around understanding Mental Health and how to seek help if required.

[See Appendix 1 for Progression of Skills - FS, KS1 and KS2]

[See PSHE policy for further details]

7. Signposting

We will ensure that staff, children and parents/carers are aware of the support services available to them and how they can access them. We do this by posting on Class DOJO and having posters displayed in main entrance for awareness for parents and our Pastoral Lead will then offer support with completing referral forms if deemed necessary.

The aim of this is to ensure that parents/carer and children understand what support there is and how to access this support. Due to the age of the children within our primary school setting, we would always engage with the parents and gain their consent prior to making referrals or signposting to relevant agencies. Our Pastoral Lead can also support parents by signposting them to the relevant agencies for support for their own mental health.

The agencies WLPAs engage with for Mental Health support are:

- Compass Go (SEE APPENDIX 2)
- Young Minds Matters
- MIND
- Children's Social Care
- Early Help/ Front Door
- FORTIS
- Young Carers

WLPAs are supported by FORTIS who provide effective and accessible therapeutic services. They support children and parents through one-to-one confidential counselling, art and play therapy, and creative interventions. These sessions are tailored to each child's/family's needs.

Our Pastoral Lead can also provide in house support to children who may be struggling with their mental health via 1:1 sessions and offer advice to children and parents or support them with coping strategies. WLPAs also work closely with Compass Go and offers drop-in sessions for parents to discuss their concerns regarding their mental health or their child's.

8. Warning Signs

WLPA staff may become aware of warning signs which could indicate that a pupil is experiencing mental health or wellbeing issues. These warning signs should always be taken seriously and, staff observing these warning signs, should communicate their concerns to our Pastoral Lead and document on CPOMS, copying in our DSL, DDSL, SENDCO and Pastoral Lead.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating/sleeping habits
- Increased isolation from friends, family – becoming socially withdrawn
- Changes in activity and moods
- Lowering of academic achievement
- Talking or 'joking' about self-harm or suicide
- Abusing drugs and alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing choice e.g. long sleeves in warm weather
- Secretive behaviours
- Skipping PE, avoidance of getting changed in front of others
- Lateness or absence within school
- Repeated physical pain or nausea with no evident cause

9. Targeted Support

We recognise that some children are at greater risk of experiencing poor mental health for example, those who are in care, young carers, previous access to mental health support, those living with parents who suffer with their mental health and those living in households where they are exposed to Adverse Childhood Experiences.

Direct ACE's:

- ▶ *Sexual abuse by a parent/caregiver*
- ▶ *Emotional abuse by a parent/caregiver*
- ▶ *Physical abuse by a parent/caregiver*
- ▶ *Emotional neglect by a parent/caregiver*
- ▶ *Physical neglect by a parent/caregiver*

Indirect ACE's:

- ▶ *Parent/caregiver addicted to alcohol/drugs*
- ▶ *Witnessing abuse in the household*
- ▶ *Family member in prison*
- ▶ *Family member with a mental illness*
- ▶ *Separation from family member through abandonment/divorce*

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. The skills of our mental health team would cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating. We are also working closely with North East Lincolnshire Council and are able to discuss options with them and use the Early Help Assessment Tools for referrals for children showing early signs of distress, anxiety, emotional distress and behavioural issues.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referrals are made to the services listed above (see section 7)

10. Managing Disclosures

A child may choose to disclose concerns about themselves or a friend or family member to any member of staff so all staff need to know how to respond appropriately to a disclosure. The response from a member of staff should always be calm, supportive and non-judgemental and they should report the concern to the pastoral lead or a member of the mental health team listed above (see section 3).

Staff should listen, rather than advise and the first thoughts should be of the child's emotional and physical safety rather than exploring 'why?' Members of staff regularly receive training about how to handle mental health disclosures sensitively. These disclosures should be recorded on CPOM's for the attention of the appropriate staff and action will then be taken.

When recording on CPOMS, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

11. Confidentiality

We need to be honest with children with confidentiality and have an open and transparent conversation with them regarding this and share that you will need to pass this information on to the relevant people for the best interest of them. When passing on information about the child, we should then discuss with them; who we are passing the information on to, why, and then explain what is going to happen next.

We should never share information about a child without discussing this with them first as this can cause a breakdown in trusted relationships.

Staff must share disclosures to the DSL as this can help safeguard the member of staff's emotional well-being as they are then no longer holding sole responsibility for the pupil and it ensures continuity of care in that member of staff's absence.

We will inform the parents of the child when they have disclosed information about their mental health and reassure the parents that we are there to help and offer support unless a child gives us reason to believe that there may be a child protection or safeguarding issue. If this occurs, DSL/Pastoral Lead will follow the Child Protection and Safeguarding Policy.

12. Working with Parents

It is important that when informing parents, we are using a sensitive approach as this can be a very difficult conversation for them to experience. Before discussing the concerns/disclosures with the parents, we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? (preferable)
- Where should the meeting take place (at school)
- Who should be present? (child, parent and relevant staff)
- What are the aims of the meeting?

It may be shocking and upsetting for parents to learn their child's issues and may respond emotionally; we should be accepting and understanding of this (within reason) and give parents time to reflect if needed.

We should always highlight further sources of information and give them leaflets/handouts/websites to explore where possible as they will often find it hard to take in whilst coming to terms with the news you are sharing. Sharing resources of support aimed at parents can always be helpful too.

We always record the meetings and conversations on CPOMS.

We recognise that families play a key role in influencing children's emotional health and wellbeing so we need to ensure that parents are aware of, and have access to, promoting social and emotional wellbeing to prevent poor mental health. This can support by promoting relevant agencies to families that can offer early help intervention or working with the families to highlight what the most appropriate agency would be for their situation. Parents are informed about the curriculum that covers mental health via dojo and school website. (See Appendix 1 for programme of study)

13. Training

As a minimum, all staff will receive regular training around recognising and responding to mental health concerns as a part of their regular child protection training in order to enable them to keep children safe.

Training opportunities for staff who require more in-depth knowledge will be considered as a part of our performance management process and additional qualifications will be supported throughout the year where it becomes appropriate. A nominated member of staff will receive professional Mental Health First Aid Training or equivalent.

Staff will also receive regular workshops delivered by Compass Go to further their understanding around current mental health worries/concerns or trends.

14. Policy Review

This policy will be reviewed by governors every 2 years as a minimum. It is next due January 2026.

Additionally, this policy will be renewed and updated as appropriate to take into consideration ongoing changes and developments in this area.

This policy will be immediately updated to reflect personnel changes.

Appendix 1 - Programme Study

	Relationships	Living in the Wider World	Health and Wellbeing
FS	Know that other children don't always enjoy the same things. Can adjust their behaviour to different situations, and take changes of routine in their stride.	Recognise the similarities and differences between themselves and others, and among families, communities and traditions. Can work as part of a group or class, and understand and follow the rules.	Confident to try new activities, and say why they like some more than others. Can say when they do or don't need help.
Year 1	Identify and respect differences and similarities between people and explain different ways that family and friends should care for one another. Recognising privacy and understanding how to stay safe by having an understanding of appropriate and inappropriate touching. Recognise the effect of their behaviour on other people, and understand the importance of being polite and respectful.	Agree and follow rules for their group and classroom, and understand how rules help them. Understand what improves and what harms their local and natural and built environments and contribute to looking after them. Understand the benefits of using the internet and digital devices and how to stay safe on-line. Understand that they belong to various groups and communities, such as family and school. Understand different jobs and work people do.	Make simple choices about some aspects of their health and well being and know what keeps them healthy, including sun-safety. Recognise what makes them unique and special. Identify and name different feelings and demonstrate how to manage when things go wrong. Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.
Year 2	Recognise the things they have in common with their friends and things that are different. Understand how to cooperate and share ideas and opinions. Understand how to be a good friend and resolve arguments. Recognise the feeling of being lonely and understand how to ask for help, when	Describe the different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school. Understand the use of the internet in everyday life and be aware that some online content is not true.	Understand the importance of sleep and having a healthy routine, including keeping teeth healthy. Know how medicines help to keep us healthy. Be able to understand feelings associated with change, loss and bereavement. Name the main parts of the body and explain that people grow from young to old and the implications of this.

	they are feeling this way. Understand simple definitions of bullying and describe why it is wrong. Understand the difference between happy surprises and secrets that make them uncomfortable.	Understand what money is, realise and be able to describe that money comes from different sources and how to look after it.	Know how to keep safe in different environments, including at home, and be able to identify unsafe situations. Know who to contact in an emergency.
Year 3	Recognise and respect different types of families and understand the features of family life. Understand personal boundaries, including online, and how to keep themselves safe. Understand that bullying is unacceptable and the impact of hurtful behaviour. Recognise respectful behaviour and the importance of self-respect. Understand ways in which people show respect and courtesy.	Understand the value of rules and laws in wider society and how they have rights and responsibilities. Know that the internet is used positively for leisure, school and work but understand that images and information can be altered. Name a range of jobs, understand that they will need to develop skills to work in the future. Challenge common myths and gender stereotypes related to work.	Understand how to make healthy choices and the positive and negative effects of habits. Learn strategies to identify and talk about their feelings and what affects them. Recognise their personal strengths and achievements and understand how to manage and deal with setbacks/disappointments. Identify risks and hazards at home and school and understand the importance of following safety rules. Know how to keep safe on the road, near railways, in or near to water and around fireworks.
Year 4	Understand the features of positive, healthy friendships, including online. Know how to respond to hurtful behaviour and bullying. Understand when it's right to keep or break a confidence. Recognise risks online, including harmful content and people pretending to be someone they are not. Recognise differences such as gender, race and faith and similarities eg. shared values, likes and dislikes, aspirations. Understand the importance of respecting these and being able to discuss with sensitivity.	Understand the meaning and benefits of living in a community, and the different groups that make or contribute to it. Have compassion towards the needs of others in their community. Understand how data is shared and used online. Know about the different factors that influence spending decisions, how to keep a track of money and keep it safe.	Identify how to maintain a healthy lifestyle, both physically and mentally and how to recognise early signs of illness. Understand how to brush and floss their teeth to maintain good oral hygiene, and the importance of regular visits to the dentist. Know about the physical and emotional changes during puberty, and the importance of personal hygiene as a result of this. Understand what is meant by a 'drug' and those common to everyday life and the risks associated with them.

Year 5	Understand what makes a healthy friendship and how their peers can influence how people feel and behave. Identify what physical touch is acceptable, unacceptable and how to respond to unwanted or unacceptable physical contact, and whom to tell. Recognise that everyone should be treated equally and the importance of listening and responding respectfully. Understand the meaning of prejudice and discrimination and be able to give examples of this.	Understand the importance of protecting the environment and how their everyday actions can either support or damage it. Learn how to show compassion for the environment, animals and other living things. Understand how information online is targeted, based on fact, opinion or biased. Recognise different media types, their role and impact. Identify job interests and aspirations. Understand what influences career choices and the impact of workplace stereotypes and how to challenge them.	Recognise healthy sleep habits and how to maintain them. Understand the benefits of being outdoors and how to keep safe in the sun. Learn about medicines, vaccinations, immunisations and allergies. Know about personal identity, recognising individuality and personal qualities. Understand how to boost their mood and improve their emotional wellbeing, and learn ways to help their mental wellbeing. Know how to keep safe in different situations, including responding in emergencies. Learn some basic first aid techniques. Understand FGM is against the law and what to do if they think they or someone they know is at risk.
Year 6	Recognise what it means to be attracted to someone and know the qualities of healthy relationships. Understand the meaning of a civil partnership or marriage. Compare features of healthy and unhealthy friendships, and how to manage peer pressure, including assessing the risk of challenges or dares. Understand the meaning of consent. Understand how to be a positive role model. Have the confidence to express their opinions, and at the same time, respecting the views of others, including discussing topical issues.	Understand the value of diversity in the community. Know how to challenge discrimination and stereotypes. Evaluate different media sources. Know the age restrictions and regulations for use of the different social media sites. Know the rules and laws relating to sharing things online. Understand the role that money plays in people's lives and attitudes towards it. Learn about value for money and how money can impact on a person's emotions, health and well-being.	Understand what affects mental health and learn ways to take care of it. Learn how to cope with change, loss and bereavement. Know how to manage time online. Learn about human reproduction and birth. Discuss their feelings about the transition to secondary school and the impact on friendships, etc. Recognise some of the changes as they grow up eg. increasing independence. Learn how to protect personal information online. Understand regulations eg. age rating systems for TV, films, games. Learn about the effects of drug use and the laws relating to it, and the influence of the media with drug use.

Appendix 2 – Compass Go

Compass GO Mental Health Support Team provides preventative and early intervention emotional and mental health well-being support to children and young people aged 5-19 years old in North East Lincolnshire. They work directly with schools to support education staff with their Whole School Approach and to ensure that children and young people are given wrap-around care at the right time, in the right place with the right service.

The Compass GO team work with Waltham Leas Primary Academy to offer our early intervention POD initiative. This is a low intensity support approach in groups up to 6 children to help support them and giving them the tools to effectively manage their emotions, which include;

Anxiety

Low mood

Self-harm

Family and Peer relationships

Exam stress

Managing Strong emotions (including understand how the brain works)

Transitions

Compass Go can work 1:1 with children where referrals have been made through school and discussed with staff and parents/carers and/or complete parent-led Cognitive Behaviour Therapy (CBT) to help support their child at home. They also come into school and deliver assemblies and workshops for all year groups to help develop resilience and the ability to self-help. Staff also receive training from the lead professionals to ensure they are up to date and have the skill set to support children who are displaying mental health and wellbeing concerns/worries.

Compass Go offer families and school their time for parents to come into school for coffee mornings and meet the team and support with any concerns/worries they may have at home such as sleep struggles, low level anxieties and managing separation anxiety. They are also present during parents evenings/school events to make themselves accessible as much as possible to support the school and families.