



Supporting Children's Mental Health and Wellbeing Policy

Version Control

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Change History

Version	Owner	Change Summary	Document Date
V1.0	Julie Cordingley	First draft	September 2022

1. Intent Statement	3
2. Policy statement	4
3. Scope	4
4. Policy aims	4
5. Legal basis	5
6. Roles and responsibilities	5
7. Warning signs	5
8. Managing disclosures	6
9. Confidentiality.....	6
10. Supporting pupils	6
11. Supporting and collaborating with parents and carers.....	8
12. Support for staff.....	9

1. Intent Statement

Adel Primary school is a one form entry primary school in a suburban area of Leeds. We hold a strong family ethos and know our children and families well. Throughout their time at school, we build upon this strong relationship, working in partnerships with families

We firmly believe that good mental health is essential for children to access learning effectively and to ensure they thrive during their time with us, and beyond. Promoting and actively encouraging positive mental wellbeing is at the core of school's values, ethos and curriculum design.

By providing a *safe, caring environment* in which children can *thrive and succeed* we aim to develop children's skills for life by nurturing their ability to question, explore, make mistakes and persevere. Our curriculum is designed to encapsulate three key drivers which derives from the key principles of establishing and maintaining positive mental wellbeing – Growth: developing resilience and independence. Diversity: recognising, respecting and celebrating our cultural backgrounds. Engagement: inspiring children to interact and engage with the world around them.

At Adel Primary School we will:

Implement a coordinated approach that recognises and supports positive mental wellbeing universally and consistently throughout our community.

Ensure all children have the skills to achieve and maintain positive mental wellbeing as part of their daily routine.

Ensure all staff are confident in knowing how to support children to achieve positive mental wellbeing and are able to recognise emerging issues early.

Ensure families are involved as appropriate in the support which we put in place.

Ensure that we work with external agencies to provide swift access and appropriate referrals to best support the children in our care.

2. Policy statement

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

Mental Health can be defined as:

'Mental health is a state of wellbeing and our ability to respond to challenges'

This can be eroded by risk factors and supported by protective factors.

This policy outlines the protective factors that are in place at Adel Primary School to promote positive mental health at whole school level and the strategies in place to support children who may at some point experience a deterioration in their mental health.

3. Scope

This policy is intended to:

- Provide guidance to school staff on our school's approach to promoting positive mental health and wellbeing across all communities in the school
- Inform pupils and parents about the support that they can expect from the school in respect of supporting mental health and wellbeing

Read this policy in conjunction with:

- SEND and Inclusion Policy
- Behaviour Management Policy and Written Statement of Behaviour Principles
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy

4. Policy aims

- Promote positive mental health and wellbeing across the whole school
- Create a culture of wellbeing and inclusion
- Foster a positive atmosphere in school, where pupils feel able to discuss and reflect on their own experiences with mental health openly
- Celebrate all of the ways pupils achieve at our school, both inside and outside the classroom
- Allow pupils to participate in forming our approach to mental health by promoting pupil voice
- Give pupils the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Spread awareness of the varieties of ways mental health issues can manifest
- Support staff to identify and respond to early warning signs of mental health issues
- Provide support to staff working with pupils with mental health issues
- Provide support and access to resources to pupils experiencing mental ill health alongside their peers, their families and the staff who work with them

5. Legal basis

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](#)

6. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across the 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 Designated Leader for Safeguarding – Tamsin Benning or the Headteacher Julie Cordingley.

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

- Headteacher – Julie Cordingley
- DSL and Deputy DSLs - Tamsin Benning, Hannah Shutt and Claire Saxton
- SENCo - Tamsin Benning
- Adult Mental Health First Aider – Julie Cordingley

7. 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

Changes in eating or sleeping patterns

Changes in attitude in lessons or academic attainment

Changes in 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

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

8. Managing disclosures

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 the school's safeguarding policy and pass on all concerns to the Designated Safeguarding Leads. All disclosures are recorded and stored on CPOMs

When making a record of a disclosure, 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

9. Confidentiality

Staff should not promise a pupil that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing

The support put in place for the pupil will be dependent on the member of staff being at school

Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures - this will usually be the Designated Safeguarding Leader or Deputy DSLs.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

Who they will share the information with

What information they will share

Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents will be informed unless there is a child protection concern. In this case the Safeguarding Policy will be followed.

10. Supporting pupils

10.1 Universal Support for all pupil

As part of the school's commitment to promoting positive mental health and wellbeing for all pupils, the school offers support to all pupils using the following strategies

- Embracing a positive atmosphere and culture around mental health
- Profile and promotion of positive mental health prioritised across school
- Pupil voice through Investors in Pupils
- PSHE and SEMH lessons built into the curriculum
- Mindmate lessons
- My Health, My School survey completed, analysed, and actioned.
- Daily morning 'meet and greets' and End of day 'thank you and goodbye'
- #HelloYellow and Children's mental health awareness weeks celebrated annually
- Anti-bullying policy and high profile through assemblies, PSHE curriculum and annual; anti-bullying week celebration.
- Whole school behaviour policy
- Whole school behaviour for learning approach
- Termly screen free days
- Active learning approach
- Outdoor learning approach
- Trained Adult Mental Health First Aider
- Classroom feelings daily check-ins
- Staff STARS level 1 trained
- The 'power of yet' positive language approach
- Positive behaviour management language used across school.
- Pupil voice active across school

10.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the SENCo will take a graduated and case-by-case approach to making an assessment and providing tailored support, further to the provision of the baseline support as detailed in section 10.1.

The school will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

10.3 Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- Nurture provision, groups or 1:1
- Lego therapy
- Forest school trained leader enabling tailored interventions
- Complementary therapy e.g., yoga, massage & meditation
- 1:1 pastoral support
- Talking and drawing therapy
- SEMH plan via SEND provision
- Home/school link books
- Daily praise logbook

- Parents/school plan and review meetings
- Sensory circuits
- Calming dark tents
- Front door meet & greet support
- Books and resources available for in school and/or at home support
- Resources individualized to need
- STARS Level 2 and Level 3 trained staff in school
- Drawing & Talking Therapies

10.4 External mental health referrals

If a pupil's needs cannot be met by the internal offer the school provides, the school will make, or encourage parents to make, a referral for external support.

This could include:

- GP referral
- Child/adult counselling
- Parent support courses
- CAMHS assessment
- STARS service
- Children's Social Works Service
- Young Carers support services
- Bereavement support services
- Educational Psychology service
- Mindmate Spa – school nursing service
- SCOPE – sleep support
- Area Inclusion Partner services
- Drawing & Talking Therapies
- Mental Health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))

11. Supporting and collaborating with parents and carers

We will work with parents and 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

12. Support for staff

We recognise that supporting a pupil experiencing poor mental health can be distressing for staff. To combat this, we will:

- Create a supportive work environment
- Speak openly about mental health and take mental health concerns seriously
- Promote awareness of staff access to Employee Assistance Program – VIVUP
- Offer termly Wellbeing support sessions to all school-based staff.

Equality Impact Assessment

		Yes/ No	Comments
1.	Does the policy / guidance affect one group less or more favourably than another on the basis of:		
	▪ age	No	
	▪ disability	No	
	▪ gender reassignment	No	
	▪ marriage and civil partnership	No	
	▪ pregnancy and maternity	No	
	▪ race	No	
	▪ religion or belief	No	
	▪ sex	No	
	▪ sexual orientation	No	
2.	Is there any evidence that some groups are affected differently?	No	
3.	If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?	No	
4.	Is the impact of the policy/ guidance likely to be negative?	No	
5.	If so, can the impact be avoided?	n/a	
6.	What alternatives are there to achieving the policy/ guidance without the impact?	n/a	
7.	Can we reduce the impact by taking different action?	n/a	