



# Emotional Health and Wellbeing Policy

St Paul's Church of England Primary School

June 2021

St Paul's Church of England Primary School is committed to promoting positive mental health and emotional wellbeing for the benefit of all pupils, their families, members of staff, governors and the wider community. Our honest, open and supportive school community allows pupils' voices to be heard, and via the implementation of effective policies and procedures we ensure a safe and progressive environment for all affected by mental health issues whether directly or indirectly.

This policy is aimed at supporting all within the St Paul's community including pupils, parents, carers, teaching staff, non-teaching staff and governors in relation to their mental health and emotional wellbeing. This policy works in conjunction with other relevant school policies and is aimed at supporting the St Paul's community holistically ensuring that a positive mental health and emotional wellbeing is promoted.

The Department of Education (2015) states:

*"In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy."*

This emotional wellbeing policy works directly in conjunction with the six key principles of nurture which are recommended by Nurture UK, the principles also relate to our ethos and practice within St Paul's Church of England Primary School.

**'Life in all its fullness.'** *John 10:10*

### **Policy Aims**

- Promote a 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 children 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 as well as gain recognition from our Senior Leadership Team 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.

### **Key staff members**

This policy aims to ensure that all staff take responsibility in relation to the promotion of the mental health of our pupils, however key members of staff have specific roles to play. These key members of staff are as follows;

- SENDCO
- A member of SLT responsible for Mental Health & Wellbeing
- Mental Health & Wellbeing Lead
- Staff Wellbeing Leads
- Pastoral Staff – Learning Mentor
- Designated Safeguarding Lead(s)
- PSHE Coordinator

In the eventuality that a member of staff is concerned about the mental health or wellbeing of a pupil, at the earliest convenience they should record it on My Concern and then speak to the Mental Health Lead or Learning Mentor. If there is a concern that the child is high risk or in danger of immediate harm, the relevant child protection procedures of the school should be followed.

In the eventuality that a pupil presents with a high-risk medical emergency, relevant procedures should be adhered to, including involving the emergency services when necessary.

If a pupil has been identified as a cause for concern or has received a professional medical diagnosis of a mental health issue or is receiving support either through Healthy Young Minds or another relevant organisation, it is advised that an Individual Care Plan (Appendix 1) should be written up to outline plans in relation to supporting the individual during their time at St Paul's Church of England Primary School. The

development of the plan should involve the pupil, parents / carers and relevant professionals. A consent letter will be sent to parents/ carers in relation to structured wellbeing interventions which will be signed and returned before interventions take place (Appendix 2).

#### Elements of this plan may include:

- Details of the pupil's individual situation/condition/diagnosis
- Special requirements or strategies and necessary precautions that need to be considered
- Details of any medication and the possible side effects
- Who to contact in the event an emergency
- The role of the school and specific staff.

#### **Teaching pupils about mental health**

The coping strategies, skills, knowledge and understanding our pupils need to keep themselves (as well as others) physically and mentally safe and healthy are included as part of our PSHE curriculum. The PSHE curriculum encourages all pupils to support a positive mental health and wellbeing with themselves as well as the wider community. The PSHE HeartSmart Curriculum is a creative approach that we use to build character, emotional health and resilience in children equipping them with the foundational principles and skills that will improve their mental health, relationships and academic ability.

A whole school approach to the SRE Curriculum encourages healthy conversation, emotional intelligence and resilience when confronted with changing scenarios. 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.

#### **Signposting**

St Paul's Church of England Primary School is committed ensuring that all staff, pupils and parents/carers are made regularly aware and kept informed of the support and services that are available to them how they are able access these beneficial services. Around St Paul's Church of England Primary School via noticeboards, leaflets in the entrance as well as displays and also via our newsletters we will share

and display relevant information about local and national support services and events that are taking place both within school and the wider community. Support services are detailed on the website.

The aim signposting within our school is to ensure students, their families and the wider community understand the following points:

- What support is available
- Who this support is aimed at
- What is likely to happen next
- How to access the support displayed

### **Sources of support at school**

- All children will have a daily visual or verbal check in with their class teacher's / teaching assistant. Children who need to talk will be given the opportunity to speak to their teaching assistant / learning mentor on the same day.
- Children can access sessions / interventions with the Learning Mentor or the Emotional Wellbeing Lead focusing on their specific area(s) of need. Sessions will be tailored to accommodate for the specific need(s) and include work around thought processes, managing and expressing feelings and behaviour, mindfulness, breathing and relaxation. All interventions are aimed at supporting children holistically working on their self-esteem while developing social and emotional skills.
- All pupils can ask for one-to-one sessions that give the child a means to check in and verbalise any difficulties/issues that may be experiencing.
- A referral can be made to TOG Mind (Tameside, Oldham and Glossop Mind) when necessary, so that pupils can access a counselling service or at the request of a parent/carer.
- A referral can be made to Healthy Young Minds if it is deemed that professional mental health support and guidance is required.

## **Support Locally**

Within the borough of Tameside, there is vast range of groups, as well as organisations, offering support and guidance, these include;

- The Hive at TOG Mind (Tameside, Oldham and Glossop Mind). The practitioners at The Hive specialise in promoting a positive mental health within children and young peoples via one-to-one drop-in sessions and small group interventions. 0161 330 9223.
- The Anthony Seddon Foundation. This foundation runs a drop-in service, which runs from 12pm to 3pm, Monday-Friday, and they also offer a range of peer support groups and therapeutic activities. 0161 376 4439.
- Health Young Minds. They offer specialist services to children and young people (up to the age of 16 years and from 16-18 years for young people on particular) pathways who are experiencing mental health difficulties such as, anxiety, depression, eating disorders, psychosis as well as More complex psychological difficulties providing consultation, advice and training to other agencies and accept referrals from a wide range of professionals. 0808 802 5544
- The Anna Freud National Centre for Children and Families is a children's charity dedicated to providing training & support for child mental health services. [www.annafreud.org/](http://www.annafreud.org/) 020 7794 2313

## **Warning Signs**

Detailed below are a number of warning signs that staff are aware of and that may indicate that a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should be acknowledged and acted upon by reporting the concern on My Concern at the earliest opportunity. If member of staff would like to speak to someone in relation to their concern, they are to advised to speak to any of the following individual's:

- SENDCO / Inclusion Lead
- Pupil Wellbeing Lead
- Learning Mentor
- Designated Safeguarding Lead(s)

The following warning signs should also be recorded on My Concern. Possible

warning signs, which all staff should be aware of are as follows:

- There is evidence of physical signs of self-harm that are repeated and/or appear non-accidental
- Changes to the pupils sleeping habits and / or eating habits
- The pupil becomes increasingly isolated from friends or family members and is becoming socially withdrawn
- The pupil is displaying changes in activities and mood
- The pupil's academic achievement is lowering
- The pupil has begun talking or joking about self-harm or suicide
- The pupil is or suspected to be abusing drugs and / or alcohol
- The pupil has started to express feelings of failure, uselessness or loss of hope
- The pupil is portraying secretive behaviour, i.e., changes in clothing – e.g. unwillingness to wear shorts or long sleeves in warm weather
- The pupil has started skipping PE or is getting changed secretly
- The pupil in question is demonstrating an increase in lateness or absenteeism
- The pupil is complaining of repeated physical pain, discomfort or nausea with no evident cause

### **Targeted Support**

Here at St Paul's Church of England Primary School we recognise that some children and young people are at greater risk of experiencing a diminished mental health. This could be for any one or more of the following reasons.

- The individual is in care
- The individual is a young carer
- The individual has previously accessed Healthy Young Minds or other appropriate mental health support
- The individual is living with parents/carers that have a mental illness

- The individual is living in a household where domestic violence evident

As a school we will work closely with external agencies so that we are able to best support the emotional and mental health needs of pupils and enable them to perform to the best of their ability, working with the community, families and individuals. This allows a collaborative approach in relation to the early identification of issues, determining potential risks and delivering early interventions so that concerns do not escalate.

We aim to ensure that quick, effective identification takes place in relation to any pupils who would benefit from targeted support and ensure that they have access to the appropriate support services by:

- Delivering specific help / interventions for those children most at risk (or already showing signs) of social, emotional, and behavioural problems.
- Working collaboratively with Tameside Council, as well as other agencies ensuring various protocols are adhered to including appropriate assessments and referrals are made
- Delivering a range of interventions that are proven to be effective over a period of time and address the child's needs
- Ensuring pupils have access to pastoral support, as well as specialist services so that emotional, social and behavioural problems can be dealt with as they present themselves
- Providing pupils with opportunities to build relationships, particularly the students who may find it hard communicating that they need help and guidance

### **Managing disclosures**

If a pupil decides to disclose concerns about themselves or others to any chosen member of staff, the response should always be calm, supportive and non-judgemental. No leading questions should be asked, and all disclosures must be logged confidentially on My Concern at the earliest convenience, ensuring the following details are included:

- The date and time



- The name of member of staff to which the disclosure was made
- The full name and date of birth of the child in question
- The full detailed nature of the disclosure & main points from the conversation and / or ensuring details are factual and not emotive as these details may needed to be shared in a court of law.
- Agreed next steps

All of the above information will be shared with the safeguarding lead to ensure the appropriate action is taken.

### **Confidentiality**

If it is deemed necessary to relay any concerns on to another practitioner in relation to a pupil this should be discussed first with the pupil. You will need to tell them:

- Who you are going to tell
- Why you need to relay this information to them
- What you are going to tell the specified individual
- When the specified practitioner will be told

In an ideal scenario, consent should always be gained from the pupil prior from informing others if the disclosure, however, there may be times when the details must be shared, such as children who are in danger of harm, as a matter of urgency and informing others should be made the priority.

It is essential to also protect and safeguard staff emotional wellbeing. This can be done by sharing disclosures with a fellow employee on the safeguarding or inclusion team, this ensures one single member of staff isn't solely responsible for the pupil. This also ensures care is consistent in the eventuality that staff absence occurs and provides opportunities for ideas as well as support.

The Staff Wellbeing Leads or Pupil Wellbeing Lead can also be consulted in relation to staff being made aware of applicable methods that can be adopted in order to release staff upset, distress or tension.

In the event that a pupil or a fellow practitioner gives us reason to believe that the individual in question is at risk, or there are current child protection issues then child protection procedures should be adhered to.

### **Whole School Approach and Working with Parents/Carers**

In the eventuality that it is deemed essential that parents are informed then the following points need to be considered:

- Is it possible to discuss this issue with parents/carers in person?
- Where is the most productive place for the meeting to take place?
- Which individuals should be present at the meeting in order to ensure the most productive outcome possible.
- What are the main aims of this meeting and in addition to this what are the intended outcomes?

As a school community, we are mindful that for a parent or carer, hearing about their child's issues can be emotional as well as distressing so a non-judgmental, calm approach should always be adopted. The fact that a parent / carer may respond to this sensitive information in various ways is something that should be considered. The specified individuals should allow time for the parent / carer to digest and reflect on situation at hand. At this stage parents / carers should always be signposted to external agencies or sources of information and support that may be beneficial. When the meeting has concluded communication between parents / carers should be kept open to ensure any further questions or concerns are asked and answered, when possible. A follow-up meeting or phone call might be beneficial at this stage. As a school we will ensure an update is completed on My Concern that clearly records the following:

- Details of the meeting
- Points discussed and agreed
- Next steps

### **Ensuring Parents / Carers are Supported**

At St Paul's Church of England Primary School, we acknowledge that the family of the pupil play a pivotal role in influencing an individual's emotional health and wellbeing; we will always wherever possible work in partnership with parents and carers to promote emotional health and wellbeing fulfilling the following objectives:

- Ensuring all parents / carers are made aware of and are given access to an avenue of information which promotes the social and emotional wellbeing of their child and are aware of how they can possibly prevent mental health problems from manifesting by highlighting information sources and support via easily accessible mediums i.e., school website and newsletters.
- Offer support to help parents / carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or referring the relevant individuals to the appropriate external agencies.
- Working to make sure that parents / carers as well as other family members from disadvantaged families are provided with the appropriate support, they need in order to engage in learning challenges that encourage social and emotional wellbeing. This could involve providing assistance with transport to educational sites, uniform, educational devices, childcare and meal entitlement. As a school we understand that this may involve liaising with family support agencies.

### **Supporting pupils affected by the diminished mental health of their peers**

For individuals suffering from mental health issues, it can be an extremely difficult period in time for their friends who feel as though they want to help but don't know how to best assist them. To ensure peers feel safe and supportive, we will treat each case individually dependant on the circumstances in relation to which friends may need any additional support in place. This support will be delivered either on a one-to-one basis or within a small group setting. This support will be tailored based upon the information that was been collected through previous conversation with the individuals involved and information from parents / carers. The objectives in relation to this are as follows;

- Determining what information is beneficial for friends to be aware of and what they should not be made aware of
- What a peer can do to best support others
- Particular things that peers should consider in relation to ensuring that they don't inadvertently cause upset
- Any warning signs that may indicate that their peer needs help and assistance from others

- How they can themselves access support and information, if needed, in relation getting support and guidance for themselves
- Effective and healthy coping strategies in relation to managing difficult emotions they may be experiencing

### **Training**

At St Paul's Church of England Primary School staff receive regular training in relation recognising and responding to mental health issues, this is included in child protection training provided by the Local Children's Safeguarding Board -Tameside MBC. This ensures the school is kept abreast of any changes in relation to keeping pupils safe at all times to the best of our ability. At St Paul's we have one member of staff qualified in Youth Mental Health First Aid whom also holds a Diploma in Counselling and Mindfulness and one member of staff who is trained Grief Recovery. As a school we will post relevant information on our school website for staff, pupils, parents/carers and the wider community who wish to educate themselves more about mental health and emotional wellbeing. In addition to this the MindEd learning portal gives free online training that is suitable for all staff members wanting to become more aware in relation to a certain area of mental health. Any training opportunities for employees who feel the need to have a greater awareness and knowledge of mental health and wellbeing will be considered as part of our performance management process and any other continual professional development (CPD) will be considered and supported throughout the academic year where required to correlate with ever changing situations. When needed the school will host twilight / INSET training in order for all employees of St Paul's to widen their understanding about issues relating to mental health and emotional wellbeing.

### **Policy Review**

This Emotional Health and Wellbeing Policy will be reviewed every two years as a minimum, the next review date for this policy is **September 2023**. The policy will be updated by the Wellbeing Lead or the Designated Safeguard Lead when required to reflect local and national changes. This policy should be read in conjunction with St Paul's Church of England Primary School's other policies.



### Emotional Health and Wellbeing Plan

Name of child: \_\_\_\_\_

Class: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Details of the pupil's situation/condition/diagnosis-

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Special requirements / strategies to be deployed and necessary precautions to be aware of-

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Medication prescribed and all side effects-

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Who to contact in the event of an emergency including contact details-

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The role of specific staff members-

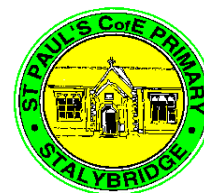
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Signed: \_\_\_\_\_

Date: \_\_\_\_\_ (Staff member)



## St. Paul's CE Primary School

Huddersfield Rd Stalybridge Cheshire SK15 2PT

Tel. 0161 338 2060 Email: [admin@cdatstpaulsprimary.co.uk](mailto:admin@cdatstpaulsprimary.co.uk)

Web: [www.st-paulsstalybridge.sch.uk](http://www.st-paulsstalybridge.sch.uk) Headteacher Mr S Wright

Dear Parent/ Guardian,

We would like to invite your child /children to attend wellbeing sessions within school. These sessions are aimed at building confidence and resilience and will be tailored to the child's needs and interests. If you would like any further information, please do not hesitate to contact me.

Please complete and please sign the slip below and return it to your child's class teacher.

Kind Regards,

Mrs Forrest  
Pupil Wellbeing Lead

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I do / do not consent for my child/children \_\_\_\_\_ to attend wellbeing sessions within school.

Print name - \_\_\_\_\_

Signed - \_\_\_\_\_

Mental Health & Emotional Wellbeing Policy.  
St Paul's Church of England Primary School, September 2021.