



Wawne Primary School

Mental Health Policy

February 2025

Policy Statement

Mental Health is defined as a state of well-being in which every individual recognises his or her own potential, can cope with the normal stress of life, can work productively and fruitfully, and is able to make a contribution to his or her own community (World Health Organisation; WHO 2014)

At Wawne Primary school, we are committed to promoting positive mental health for every member of staff and for all of our pupils. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. By implementing practical, relevant and effective mental health procedures we can promote an emotionally and physically safe environment for pupils affected both directly and indirectly by mental ill health, thereby ensuring the best possible educational outcomes for every pupil.

Aims

This policy describes the school's approach to promoting positive mental health and wellbeing. It is intended as a guidance for staff and governors. The policy should be read in conjunction with our medical policy in cases where a pupil's mental health overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

The policy aims to:

- Promote positive mental health for all staff and pupils
- Develop resilience amongst pupils and raise awareness of resilience through a whole school approach
- Increase understanding and awareness of common mental health issues so that staff and pupils can take quick and effective action
- Create an awareness of how to take a graduated response to mental health issues

A Whole School Approach to Mental Health

This policy is shaped around the Public Health England 8 point model; Promoting children and young people's mental health and wellbeing, A whole school or college approach document. The policy also includes guidance from the Mental Health and Behaviour in Schools document (DFE 2018)



This policy is for all staff, including non-teaching staff and governors. It should be read with the following relevant policies:

- Safeguarding policy
- Behaviour policy
- Anti-bullying policy
- Staff well-being policy
- First Aid policy
- SEND Code of Practice
- Confidentiality policy
- PSHE policy

Staff Roles and Responsibilities

All staff have a responsibility to promote positive mental health. All staff must look out for early warning signs of mental health problems and ensure that pupils with mental health needs are provided with the support they need. When appropriate, all staff are expected to make referrals to key members of staff who have the following specific roles:

Mrs G Lawson	Headteacher, Senior Mental Health Lead & Designated Safeguarding Lead.
Mrs C Evers	Deputy Designated Safeguarding Lead
Mrs E Ramsey	SENDCo
Mrs S Clare	ELSA

If any member of staff is concerned about the mental health or wellbeing of a pupil, they should speak to the headteacher in the first instance. If, however, there is a concern that the pupil is in imminent danger or harm, the schools' safeguarding procedures should be followed and the designated senior safeguarding lead should be notified. If the pupil is presenting as needing immediate medical care, relevant first aid procedures should be followed, including involving the emergency services where necessary.

Curriculum

The school will deliver a curriculum which will help pupils understand and regulate their emotions and have a good understanding of what keeps them mentally and physically healthy. They will also learn about the importance of sleep, exercise and eating healthily, how to understand and manage emotions, and how to access support as part of developing resilience. The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our robust PSHE curriculum. We follow the Jigsaw Scheme for teaching PSHE and RSE, with a core focus on developing mindfulness. The specific content of the programme also ensures effective teaching about relevant mental health and emotional wellbeing issues in a safe and sensitive manner.

As well as curriculum opportunities, school will use the assembly programme to promote good mental health, resilience and raise awareness of what is available to pupils and parents to support their own well-being.

We believe personal development is at the heart of resilience and confidence, the school will ensure pupils are encouraged to be involved in personal development opportunities and school projects.

At Wawne Primary School, we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a proactive way to avoid problems arising. We do this in a number of ways:.

- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being
- Adhering to a positive, restorative approach to behaviour management
- Teaching children the social skills needed to form and maintain relationships
- Helping children to feel comfortable about sharing any concerns or worries
- Teaching children emotional skills and an awareness of mental health so that they understand their emotions and feelings better
- Promoting self-esteem and ensure children understand their importance
- Teaching children to be resilient learners and to manage setbacks
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers
- Supporting and training staff to develop their skills and their own resilience
- Developing an open culture where it's normal to talk about mental health

Whole school Ethos and Environment

Positive classroom management and an emotionally safe classroom are part of a healthy whole school ethos and help to promote good behaviours. All staff will ensure that the welfare and safety of pupils are a priority and will make reasonable adjustments to the environment in order for pupils who may be struggling with their mental health to succeed both academically and personally.

Schools should be a safe and affirming place for pupils where they can develop a sense of belonging and talk openly about mental health. Our school will create an environment which prevents and tackles bullying, along with setting out a clear system of rewards and sanctions.

All staff have a responsibility to promote positive mental health, and to understand the protective and risk factors which are believed to be associated with mental health outcomes. Some pupils will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need. This includes understanding the cumulative effect of risk factors and the protective factors which support good mental health.

Early indicators of possible mental health problems

All staff need to be aware of the potential early indicators of mental health issues. Negative experiences and distressing life events can affect mental health and can change a pupil's behaviour or levels of distress. These early indicators should always be taken seriously and staff who notice these signs should speak to the Senior Lead for Mental Health.

Possible warning signs include:

- Changes in activity and mood; sadness or withdrawal that lasts at least two weeks or severe mood swings
- Increased isolation away from friends or family or becoming unusually socially withdrawn
- Physical signs of harm that appear non-accidental
- Changes in eating habits including excessive unexplained weight loss or weight gain
- Changes in sleeping habits
- Lowering academic achievement

- Repeated lateness or absence from school
- Repeated physical pain or nausea with no evident cause
- Secretive behaviour
- Abusing drugs or alcohol
- Missing Physical Education or getting changed secretly
- Fearful, withdrawn and poor self-esteem
- Aggressive, coercive or controlling behaviour
- Indiscriminate contact or affection seeking
- Over friendliness or excessive clinginess
- Expressing feelings of failure, uselessness or helplessness
- Unwilling to talk about feelings
- Finding it hard to concentrate

Recording and reporting Concerns

Any member of staff who is concerned about the mental health or wellbeing of a child, should record this on CPOMS in the first instance. If there is concern that the child is in danger of immediate harm, then the safeguarding policy should be followed with an immediate referral to the designated safeguarding lead. Following identification, appropriate next steps, including interventions and referrals where required, will be determined by the Senior Mental Health Lead and Wellbeing Team. We will endeavor to ensure the child receives appropriate support at the earliest opportunity to prevent problems from escalating. Examples of such support are detailed in Appendix A- Mental Health Provision Map

Targeted Support

We understand that some pupils are at a greater risk of experiencing poorer mental health. For example, looked after and previously looked after children, Children in Need, families living in poverty, young carers, pupils who identify as LGBTQ+ and those pupils identified to have a Special Education Need. We ensure those pupils more at risk of mental health difficulties are provided with in-school support and interventions through teaching staff and the Emotional Literacy Support Assistant (ELSA)..

Where a child has a recognised mental health disorder, or is experiencing a barrier to learning as a result of their mental health, their social, emotional and mental health (SEMH) needs will be recorded on the school's SEND register and a Termly Support Plan (TSP) will be issued. This will contain relevant targets to be reviewed each term alongside the pupil and their parents. Further information relating to TSPs can be found in the SEND policy.

We will effectively engage with our local early help offer and display relevant sources of effective, evidence-based services and organisations both locally and nationally. The promotion of these services will be through the school website, newsletters, noticeboards and staff room.

Reasonable Adjustments to Teaching and Learning

At Wawne Primary School, we are committed to inclusion and reducing barriers to learning and participation for all pupils. Where a child is experiencing mental ill health, a number of reasonable adjustments may be considered, depending on the specific needs of the child. Examples may include:

- Breaks from class when required;
- Provision of stress relief toys;
 - Work broken into small chunks;
- Individual work stations;
 - Access to a quiet space to work/regulate away from the classroom;
- Individualised behaviour/reward plans

Identifying Need and Monitoring impact

When a member of staff suspects that a pupil is struggling with their mental health, they should not delay in putting support in place, using a graduated response:

1. An assessment to establish a clear analysis of the pupil's needs.
2. A plan to set out how the pupil will be supported
3. Action to provide that support, including where necessary, creating an individual care plan
4. Regular review of the effectiveness of support

The Senior Mental Health Lead and/or other organisations will advise appropriate staff on what support and assessment will be most appropriate for the pupil.

In order to support the wellbeing and mental health of all pupils and not wait for crisis, we use the 3 houses. We use this to gain an understanding of all pupils mental health, any potential unknown risks factors, historical adversity and any initial difficulties which could be managed and supported.

Individual Safety/Care Plans

When a pupil has been identified as having a mental illness either through a diagnosis, receiving support from specialist mental health services or following a suicide attempt, it is recommended that an individual safety/care plan is developed. The plan should be developed with the pupil, a parent or carer and if possible relevant professionals.

The plan could include:

- Information relating to the pupil's diagnosis or presenting issue
- Strategies and support which helps prevent further impairment of pupil's mental health and keeping the environment safe
- Medication
- Who to contact in an emergency
- The role of specific staff within the plan

Supporting Peers

When a pupil is struggling with maintaining good mental health it can be helpful if their friends know how to support them. In certain circumstances as determined by the SLT, support will be either one to one or within a group setting where pupils will be provided with some ideas and suggestions how they might best support. This will be done with agreement from the pupil and parents where appropriate. Conversations it might be helpful to have:

- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend needs help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Signposting

We will ensure that staff, pupils and parents/carers are aware of the support and services available to them, and how they can access these services. Within the school (display boards) and through our communication channels (newsletters, website), we will share and display relevant information about local and national support services and events. The aim of this is to ensure staff, parents and pupils understand:

- What help is available
- Who it is aimed at
- How to access it
- Why should they access it
- What is likely to happen next

Where support cannot be provided 'in house', we work closely with a number of agencies and professionals:

- Educational Psychologists
- Mental Health in Schools Team
- Early Help Service
- Educational Welfare Officers
- Children's Services
- School Nurse
- CAMHS

Working with parents/carers

Parents and carers are valued and welcomed into school regularly. We communicate often, consult and engage with parents/carers through newsletters, emails, assemblies, parent meetings and meeting and greeting them each morning at the school gate.

We recognise the key role that families play in influencing children's mental health and wellbeing and aim to work in partnership with them in the following ways:

- Encouraging parents/carers into school for events regularly
- Meeting all EYFS parents/carers in person through our stay and play events and home visits, allowing us to discuss their individual circumstances
 - Working closely with our local partners including the Children's Centre, Health Care professionals and local feeder schools/nurseries
- Offering 1:1 SENDCo parent/carer meetings
 - Offering parents/carers the opportunity to meet with other professionals (Educational Psychologists, SALT, School Nurse etc.)
- Providing workshops on common themes linked to mental health and wellbeing e.g. sleep, communication, managing behaviour;
- Signposting to relevant local services through our website and newsletters
- Ensuring parents and carers living in disadvantaged circumstances are given the support they need to promote social and emotional wellbeing
- Mental Health Support Team drop ins at all parents' evenings
- SLT and teaching staff meeting and greeting all children and their families on the school gate every morning
- Providing an open-door policy with access to the Senior Mental Health Lead and SLT at any point during the school week

We also recognise that at times parents may experience their own mental health struggles, either as a result of historic or current events. In these circumstances we are able to signpost parents to appropriate mental health support- these may include, but are not limited to, their GP, Samaritans,

Dove House and other bereavement services, the benefice pastoral care team and the NHS mental health website- <https://www.nhs.uk/nhs-services/mental-health-services/>

Confidentiality

As part of taking a whole school approach to mental health, it may be important to share with other members of staff information about a pupil. This does need to be discussed with the pupil; we will explain who we are going to talk to, what we are going to tell them and why we need to tell them and agreed next steps.

Sharing disclosures with the senior mental health lead and senior leadership team ensures one member of staff is not solely responsible for a pupil. This also ensures continuity of care should there be a staff absence.

Staff Mental Health and Wellbeing

We recognise that a healthy, happy workforce is essential to providing the best educational experience for all our pupils. Our expectation is that staff have a responsibility to support their own wellbeing by accessing appropriate support, looking after their own mental health and developing their resilience and coping strategies. As a school, we are committed to encouraging staff to develop a good work-life balance and lead healthy working lives. We offer the following to support our staff's positive mental health:

- A dedicated staff room to promote a break from the classroom environment
- Access to the East Riding Employee Wellbeing and Counselling Service
- A number of social events throughout the year for staff to participate in
- SLT seek to support staff experiencing mental ill health through implementing reasonable adjustments and signposting them to relevant services
- Reasonable adjustments, in line with advice from Occupational Health, for staff with recognised mental health disorders
- Dedicated time in each week's staff meeting to discuss wellbeing and workload concerns;
- Staff preference and mental wellbeing is taken into consideration when determining the staffing structure each year

- A generous and flexible approach to absence (e.g. attendance at children's sports days etc.)
- Celebrations of staff birthdays and other special occasions
- A Senior Mental Health Lead who is a champion of mental health and wellbeing and a first point of contact for all staff
- Headteacher open door policy
- Supervision sessions for ELSAs
- Opportunities for staff to 'offload' and reflect on the everyday challenges of working with children and young people
- Flexible working applications seriously considered within the confines of the school context and what is best for the pupils
- No expectation to be at work outside of contracted/directed hours
- An SLT who actively seek to reduce workload and are responsive during 'pinch points' of the year (e.g. delaying data deadlines, providing additional time for report writing etc.)
- Anonymous staff wellbeing surveys at least annually which are used to shape the future of this policy

Training

Annual training takes place for all staff at the start of every year as part of the safeguarding update training. Other specific training may be sourced and delivered depending on the arising needs of the staff. Training opportunities for staff who require more specific, in-depth knowledge are considered as part of the appraisal process and appropriate CPD is provided as it arises throughout the year (e.g. ELSA training, bereavement training etc.). Where the need to do so becomes evident, we will host twilight training sessions for staff to promote learning or understanding about specific issues related to mental health, often in collaboration with the Mental Health Support Team

Signposting

As part of our commitment to supporting mental health and wellbeing, the school benefits from the Human Resources Service Level Agreement which provides access to the Employee Assistance Programme.

The contact details for this can be found below:

- 03303800658
- vivup.co.uk

Staff may also wish to access the following sites for further information, advice and support:

- Education Support- provides mental health and wellbeing support services to all education staff and organisations: **educationsupport.org.uk**- 08000562561
- Mental Health at Work-a first stop for improving mental health at work:
mentalhealthatwork.org.uk
- Samaritans- confidential support for people experiencing feelings of distress or despair:
samaritans.org
- Mental Health Foundation- provides information and support for anyone with mental health problems or learning disabilities: **mentalhealth.org.uk**
- Rethink Mental Illness- support and advice for people living with mental illness: **rethink.org**

Policy Review

This policy will be reviewed every 2 years as a minimum. The next review date is: February 2027

In between updates, the policy will be updated when necessary to reflect local and national changes.

Appendix A: Mental Health Provision Map



Wawne Primary School

Mental Health Provision Map

Specialist/External Support

NHS Mental Health Support Teams for advice, direct work and parent-led CBT
CAMHS School Nurse Children's Social Care Barnardo's
Early Help Assessment Boxall Profile
SEND Hub referral
Educational Welfare Officer (EWO)
Beeford Children's Centre 0-25 SEND Team
Educational Psychology Sensory Processing Hub
Behaviour Support Team Individual care/safety plan
Adapted Timetable



Additional/Targeted Support

Trained ELSA Self-esteem interventions Friendship Groups
Self-regulation activities Adapted timetabling
Daily check ins/check outs
Soft starts to school day Self-regulation space in classrooms
Self-soothe box for regulation Targeted for intervention group
Home/School Book Ear Defenders Movement breaks
The 3 Houses Activity



Universal Support

Positive behaviour policy Reward Systems Vision & Values
Effective PSHE curriculum delivered weekly Mindfulness built into the curriculum
Calm and positive classroom environments Strong teacher/pupil relationships
Wellbeing assemblies Celebration Assemblies
Celebration displays/working walls
Opportunities for responsibility e.g. Sports Leaders, Green Gang
Pupil voice opportunities through the School Council Worry Monster/Box
How are you feeling boards Brain Breaks Active Classrooms
NHS Mental Health Support Team workshops

Appendix B: The Three Houses Activity

House of worries (What are we worried about?)	
House of good things (What is working well?)	
House of dreams (What needs to happen?)	