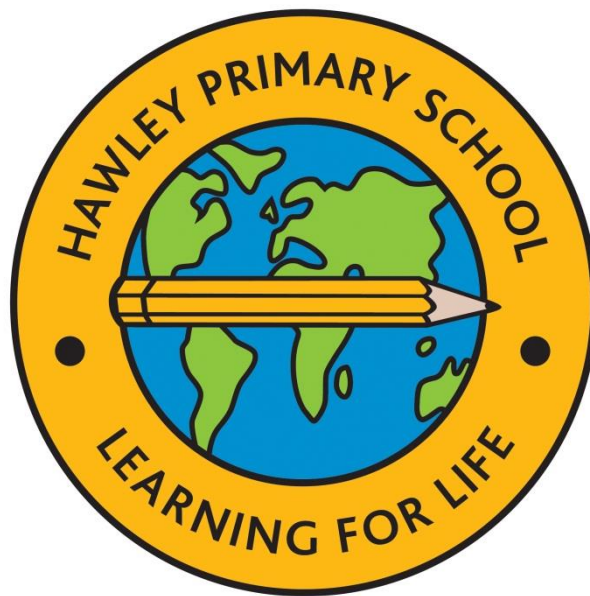


Hawley Primary School



Pupil Mental Health and Wellbeing Policy

AGREED BY HEADTEACHER: Autumn 2023

LATEST REVIEW: Autumn 2023

NEXT REVIEW: Autumn 2024

At Hawley Primary School, we are committed to promoting positive mental health and wellbeing to all 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

It should be read alongside:

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

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](#)

Roles and Responsibilities

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 designated safeguarding lead (DSL) or mental health lead

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

These members of staff include:

- Headteacher
- Designated safeguarding lead (DSL)
- Special educational needs co-ordinator (SENCO)
- Mental health lead
- PSHE lead
- Attendance lead

Supporting Pupils

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, Raising awareness of mental health during assemblies, PSHE sessions, My Happy Mind programme and mental health awareness day/ week.

- Signposting all pupils to sources of online support on our school website
- Staff aware of provision map to guide offer of support for children, staff and parents.
- Having open discussions about mental health during lessons
- My Happy Mind programme is embedded and used across the school to support children's development and awareness of mental health and wellbeing.
- Happiness Heroes pupil voice group supporting peers with wellbeing
- Happy breathing or wellness activities provided to all children daily.
- Appointed senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Referrals made to ELSA support by class teachers in conjunction with parents
- Two ELSA trained staff available within school
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
 - Worry boxes
 - Circle time
 - P4C
 - Listening café

Targeted Support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

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
- 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

Managing Disclosures

If a child chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgmental. All disclosures will be recorded confidentially on CPOMs and actioned by the DSL or DDSLs.

Assessing what further support is needed

If a pupil is identified as having a mental health need, the ELSA will take a graduated and case-by-case approach to assessing the support our school can provide.

Our 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

Making external referrals

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

A pupil could be referred to:

- Their GP or a paediatrician
- CAMHS
- Mental health charities list on the provision map (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services

Training

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

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.

The Mental Health Lead will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

Support for Staff

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

Outline the support offered to staff, e.g.

- Treat mental health concerns seriously
- Offer staff supervision sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment

APPENDIX

Social Emotional and Mental Health Children		
Wave 1 Whole school universal provision	Wave 2 Guided/ group intervention	Wave 3 Individual support
<ul style="list-style-type: none"> • Positive approach to behaviour management- use of Class DOJO and reward (whole school approach) • Positive reinforcement and praise • Whole school culture of building strong positive relationships • Golden assembly to celebrate achievements • PSHE curriculum (PSHE association) • My Happy mind programme taught across the school • My happy breathing and calming strategies taught across the school • Specific mental health and transition lessons taught weekly in year 6 • Happiness heroes (wellbeing ambassadors) • Year R/Year 6 buddies • Worry post box located outside the den • My Happy Mind and wellbeing display showing strategies for resilience and growth mind set 	Behaviour plan Home school diary Agreed area for time in/break out area <u>Specific group interventions:</u> Social Skills Anger management group Therapeutic story writing https://www.healthforkids.co.uk/ Provides age-appropriate information and links for support	ELSA (by referral) Play therapy School Nurse team- 01252 335855 Immunisation team- 01252 335142 <u>Support, guidance, referral and target setting from outside agencies:</u> <ul style="list-style-type: none"> • Include programme (young carers) • Charlie Waller Trust (online resources) • Cams • Field of Grace (support for eating disorders) • Addictive Eaters Anonymous Farnborough • Safe Haven (young people who are experiencing difficulties with their mental health age 10-17) • PBS (Thrive) • Hampshire youth access Child Line Young minds
Social Emotional and Mental Health Parents and Carers		
Wave 1 Whole school universal provision	Wave 2 Guided/ group intervention	Wave 3 Individual support
Open door policy Coffee morning/ parent information sessions Parent consultations	SENCo Tea and tissues for new entrants Hampshire parent carer network-monthly and face to face parent support groups Further information contact marybaldwin@hpcn.org.uk	TAF/ CIN meeting Chat Health Text advice service for parents with children aged 5-19- 07507332417 <u>Support, guidance, referral and target setting from outside agencies:</u> <ul style="list-style-type: none"> • Big Fish 117 Excellent project (Advice, drop in, family support) • The Oasis (over 18's crisis care support) • Talk plus (anxiety, depression, stress, phobias, OCD)

		<ul style="list-style-type: none"> • PANDAS foundation fleet (pre and postnatal depression) • OCD support group fleet (support group for people with OCD or BDD)
Social Emotional and Mental Health School Staff		
Wave 1 Whole school universal provision	Wave 2 Guided/ group intervention	Wave 3 Individual support
<p>My Happy mind staff wellbeing sessions- time to reflect on wellbeing/ mental health</p> <ul style="list-style-type: none"> • Mental health and wellbeing training/information sessions for staff • Hampshire Health in Education website free e-learning training • Planned staff exercise sessions 		<ul style="list-style-type: none"> • Education Support- Free for all Teachers and TA's- 08000562561 • The Oasis (over 18's crisis care support) • Talk plus (anxiety, depression, stress, phobias, OCD) • OCD support group fleet (support group for people with OCD or BDD)