



EMOTIONAL HEALTH AND WELLBEING POLICY



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Policy Authors	Hollinswood Primary School & Nursery
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Introduction

At Hollinswood Primary School, we are committed to supporting the emotional health and wellbeing of our pupils/young people and staff. Our supportive and caring ethos is part of our culture, and we believe that supporting emotional health and wellbeing is the responsibility of every adult working in school.

Policy Statement

At Hollinswood Primary School we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional support with their emotional wellbeing and mental health. We take the view that positive mental health is everybody's business and that we all have a role to play. We are committed to reducing the stigma linked to mental health and acknowledging that our wellbeing and mental health can fluctuate from day to day.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health provision, policies and procedures we can promote a safe and stable environment for children/young people affected both directly, and indirectly by mental ill health.

As part of our commitment, we have designated staff to support emotional health and wellbeing and mental health across the school.

Key Personnel

Name	Role
Kath Osborne	Mental Health Lead
Sue Newbrook	Youth Mental Health First Aider
Sam Jones	SENDCO and Inclusion Lead
Teaching Assistants across year groups	Emotional Literacy Support Assistant

This policy was written in consultation with staff, pupils/young people, parents and professionals involved in mental health and wellbeing in Telford and Wrekin.

When we talk about the mental health of our children/young people, we use the definition by the World Health Organisation.

"A state of mental well-being that enables people to cope with the normal stresses of life, realise their abilities, learn well and work well, and contribute to their community."

At Hollinswood Primary School we:

- teach and support children/young people's understanding of their emotions and feelings as we grow and change.
- ensure children/young people feel comfortable about sharing concerns or worries about their emotional wellbeing and mental health.
- teach children/young people that it is okay not to be okay.
- educate children/young people about healthy relationships and support them to form and maintain relationships appropriate for their age and stage in life.

- promote the importance of good self-esteem and ensure children know that they have equal value to anyone else.
- encourage children to be confident in themselves and have a sense of pride in being who they are.
- support and develop children to develop emotional resilience and to manage setbacks in their lives.

We promote a positive mental health culture by:

- Taking openly about our emotions and mental health, so that we can begin to remove the stigma associated with it.
- Modelling healthy relationships with colleagues and actively listening to children/young people so they know that they will be supported if requested.
- Promoting our school values and ethos and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making and democracy.
- Celebrating academic and non-academic achievements in life.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others, including participating in school parliaments, student voice forums and children/young people safeguarding boards.
- Providing opportunities to reflect on the choices they make and the consequences of these.
- Supporting children/young people to access the right support at the right time.

We pursue our aims through:

- A universal, whole school approach to supporting the emotional health and wellbeing of all children/young people. This includes a taught curriculum for all about mental health, through the statutory health education curriculum.
- Supporting children/young people to ask for help when dealing with a mental health issue and to see this as a sign of strength.
- Teaching through health education the need to live a healthy lifestyle to keep our minds balanced.
- Spreading awareness about mental health to reduce stigma.
- Offering additional high quality in school support for pupils who are experiencing issues in their own lives that affect their wellbeing, including bereavement.
- Ensuring access to specialised, targeted approaches aimed at pupils with more complex or long-term mental health needs.

Scope of this policy

This policy should be read in conjunction with our safeguarding policy, behaviour policy, SEND and inclusion policy, PSHE/Health Education curriculum in cases where children/young people mental health needs overlap with these.

Emotional Health and Wellbeing lead members of staff

Whilst all staff have a responsibility to promote the mental health of Young people, staff with a specific, relevant remit include:

- Designated safeguarding leads(Kath Osborne, Emma Morris, Sam Jones, Abigail Scott and Sue Newbrook)
- Mental Health and Emotional wellbeing lead (Kath Osborne)
- Emotional Literacy Support Assistant -ELSA (Teaching Assistants)
- Accredited Youth Mental Health First Aider(Sue Newbrook)

The skills, knowledge and understanding needed by our children/young people to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons is determined by the needs of the pupils within the year group and school. The teaching about mental health and emotional wellbeing is linked directly to the statutory guidance for Health Education (September 2020).

Raising concerns about mental ill health

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to a mental health lead in the first instance. If there is a concern that the pupil is in danger of immediate harm, then the normal child protection/safeguarding procedures should be followed with an immediate referral to the designated safeguarding lead or the headteacher. If the pupil presents a medical emergency, then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Targeted support

At Hollinswood Primary School we offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Emotion Coaching
- The Inner Chimp
- Developing wellbeing and resilience
- Managing emotions resources such as 'the incredible 5 point scale'
- Peer coaching and mentoring
- Group Work/Mental health and wellbeing groups, ELSA support groups.
- Therapeutic activities including art, Build to Express, relaxation and mindfulness techniques.
- Therapeutic strategies including Cognitive Behaviour Therapy, Solution Focused Brief Therapy and Motivational Interviewing
- Toolbox of Wellbeing
- Social Stories

The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaire - <https://www.sdqinfo.org/>
- The Boxall Profile – Nurture UK
- Emotional literacy scales – GL Assessment
- Engagement Profile – (2020 Rochford Version)
- Leuven Scale

Individual Health Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further appropriate support.

We will display relevant sources of support in communal areas such as entrance areas, staffrooms, across school displays, common rooms and toilets and will regularly highlight sources of support to children/young people within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of child/young person help-seeking by ensuring pupils understand:

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

Identifying needs and Warning Signs

When assessing children/young people's mental health we should take into account:

- Attendance
- Punctuality
- Relationships between peers
- Approaches to learning
- Physical indicators
- Negative behaviour patterns
- Changes in presentation
- Family circumstances
- Recent bereavement
- Health indicators

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Children/young people making comments about wanting to die, wishing they were dead
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Refusal to take part in PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause

Managing Disclosures

A child/young person may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a child/young person chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise and our first thoughts should be of the child/young person's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be documented on CPOMS and follow the usual school procedures for safeguarding.

This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation in the child's words as much as possible
- Who the information has been shared with
- Agreed next steps

This information should be shared with the mental health and designated safeguarding lead, who will store the record appropriately, contact Family Connect and/or other professional services if necessary, and offer support and advice about next steps.

Confidentiality

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a child/young person on then we should discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a child/young person without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and/or a parent.

Disclosures should always be shared with the Designated Safeguarding Lead to safeguard the child/young person and the emotional wellbeing of the staff involved, as we are no longer solely responsible for the child/young person, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the child/young person and discuss with them who it would be most appropriate and helpful to share this information with. Parents must always be informed.

If a child/young person gives us reason to believe that there may be underlying child protection issues, the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead must be informed immediately, they will then follow safeguarding procedures.

Working with other agencies and partners

As part of our targeted provision Hollinswood Primary School works with other agencies to support children's emotional health and wellbeing including:

- Emotional Health and Wellbeing Public Health School Nurse-Sandra Williamson
- Educational Psychology Services - Dr Jane Park
- Behaviour Support Advisory Team – Darren Lennon
- Paediatricians – if the child is registered
- BEE-U (Children and Young People's Adolescent mental health service) – Midlands Partnership Foundation Trust(MPFT)
- Future in Mind Telford
- Counselling services
- Training for Youth Mental Health First Aiders – Siân Deane and Michelle Salter
- Early Help and Support
- Social Care
- KOOTH
- Live Well Telford - [Search results | Live Well Telford](#)
- Samaritans for Young People - [Young people | Emotional health resources | Mental health | Samaritans](#)

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents, we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the child/young person, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We are accepting of this (within reason) and give the parent time to reflect.

It may be necessary to highlight further sources of information and signpost parents to where further information can be found. It is possible that parents may find it hard to take much in whilst coming to terms with the news about their child. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We will always provide clear means of contacting the school with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. We aim to finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

Parents are often very welcoming of support and information from the school about supporting their child/young person's emotional and mental health. In order to support parents we will:

- Be open and honest about mental health and demonstrate a commitment to supporting all children/young people and their families.

- Highlight sources of information and support about common mental health issues on our school website.
- Ensure that all parents are aware of who to talk to, and how to access this support, if they have concerns about their own child or a friend of their child.
- Parent Opening doors Telford - [Together We Can Make a Difference](#)
- Involve parents in events that raise awareness of mental health in children and young people.
- Make our mental health policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children, through whole school events, information sessions and the school website.
- Keep parents informed about the mental health topics children/young people are learning about in PSHE and share ideas for extending and exploring this learning at home.
- Support parents with their own mental health needs by understanding what support is available locally.

Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the child/young person who is experiencing mental ill health and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend may see and therefore help by seeking support from trusted adults help

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

Training for school based staff

All staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep children/young people safe. Mental Health Leads attending Future in Mind Telford, receive three full days of CPD each year, along with the resources and slides to cascade their learning to staff and parents.

In addition schools can access additional training locally to receive accredited Youth Mental Health First Aid Training.

Mental Health Resources:

A Toolbox of Wellbeing – strategies to use in the classroom to support at all stages and phases.

Understanding & Preventing Self-harm in Schools – Tina Rae & Jody Walshe

The Essential Guide to Cognitive Behaviour Therapy with Children & Young People – Tina Rae & Pandora Giles

Emotion Coaching – resource bank for parents, carers and professionals – Dr Tina Rae and Amy Such

The ASD Girls' Well Being Tool Kit: An Evidence-based intervention Promoting Mental, Physical and Emotional health – Tina Rae and Amy Such (2019) [Hinton Publishers]

Well Being Tool Kit for Mental Health Leads:

A Comprehensive training resource to support well being in education and care by Hinton House publishers

The Engagement Model Guidance from DfE, Jan 2020

[The Engagement Model Guidance \(DfE, January 2020\) \(PDF\)](#)

Respect Yourself – Relationships Education, Relationships and Sex Education and Health Education

What survival looks like in school – understanding, identifying and supporting fight, flight, freeze and submit - www.innerworld.co.uk

Expect Respect – A preventative curriculum for teaching about Domestic Abuse – training in the autumn term.

RE-RSE-HE -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

Social Stories

[Examples of 'Social Stories' \(PDF Copy\)](#)

Books Beyond Words:

<https://booksbeyondwords.co.uk>

Nurture UK:

<https://www.nurtureuk.org>

Bereavement Box / 60 Sensory Minutes

– <https://www.nurtureuk.org/publications/practical-tools>

Sleep Champion - training for staff, pupils and parents

Professional Based support

Sandra Williamson - Emotional Health and Wellbeing Public Health Nurse, School Nursing

Kooth

The Belonging Strategy – Telford and Wrekin

Web based

Engagement for Learning - <https://engagement4learning.com/> - The Engagement for Learning Framework is a resource for educators, including teachers, teaching assistants and therapists working in both mainstream and special education.

CEOP Education Team ceopeducation@education.nca.gov.uk

Adverse Childhood Experiences - training linked to Adverse Childhood Experiences
<https://www.acesonlinelearning.com/>

NSPCC – www.nspcc.org.uk

Mental Health Foundation – [Mental Health Foundation | Everyone deserves good mental health](#)

Coram Life Education - cle@coram.org.uk

[Home : Mentally Healthy Schools](#)

Schools in Mind – Anna Freud - <https://www.annafreud.org/what-we-do/schools-in-mind/>

<https://www.mentallyhealthyschools.org.uk/>

<https://youngminds.org.uk/media/1428/wise-up-prioritising-wellbeing-in-schools.pdf>

<https://www.place2be.org.uk/our-services/services-for-schools/mental-health-resources-for-schools/>

<https://www.mentalhealth.org.uk/campaigns/mental-health-schools-make-it-count>

<https://www.time-to-change.org.uk/get-involved/get-involved-schools/school-resources>

Barnardos - See, Hear, Respond [View website](#)

Child Bereavement UK – School Projects for Remembering [View website](#) How Children Grieve [View website](#)
Childrens Understanding of Death [View website](#)

Childhood Bereavement Network [View website](#) Key Statistics [View website](#) Help Around a Death [View website](#)
Growing in Grief Awareness [View website](#)

DfE Mental Health and Wellbeing in Schools [View website](#)

DFE Statutory Guidance: Keeping children safe in education [View website](#)

Grief Encounter [View website](#)

Hope Again from Cruse Bereavement Care [View website](#)

Local NHS Mental Health Crisis Support Lines [View website](#)

NSPCC report: Isolated and Struggling [View website](#)

Taking Part [View website](#)

Trauma Informed Schools [View website](#)

Winstons Wish [View website](#)

RSHE training videos and snippets [View website](#)

Whole School/College SEND [Whole School SEND Home Page | Whole School SEND](#)

MindEd sessions

MindEd Adverse Childhood Experiences [View course](#)

Anxiety Disorders [View session](#)

Building Confidence and Resilience [View session](#)

Death and Loss (Including Pets) [View session](#)

Depression [View session](#)

Domestic Abuse [View session](#)

Loss and Grief [View session](#)

Sad Bored or Isolated (Low Mood and Depression) [View session](#)

The Worried Child [View session](#)

Victims Including Domestic Abuse [View session](#)