# East Sheen Primary School

## Mental Health and Emotional Wellbeing Policy

## School vision:

Our purpose is to nurture **happy,** confident children who think deeply about themselves and others in preparation for the challenges ahead.

We do this by inspiring and celebrating:

**curiosity** and love for learning

collaboration and **kind**ness

creativity and enthusiasm

**resilience** and achievement

Our strategic objective as a Thinking School is to create an environmentally intelligent school. This is not just about recycling, saving electricity and encouraging walking to school, but about introducing children to the debate about the bigger issues facing our planet in a positive, creative, solution-focused way. A range of complex issues is introduced and explored through the teaching of our broad and engaging curriculum.

**Pupil Voice:** '**At East Sheen, we do a lot to help our mental health, which is how we feel in our mind … we learn how to make ourselves feel happy and calm to be ready to learn.'**

**Parent Voice: 'The emphasis is very clearly on the whole child not just striving for academic success, although academic success is achieved.'**

**1      Policy Intent Statement**

**1.1**    *Mental health is a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organisation).*

**1.2**    At East Sheen Primary School (ESPS), we are committed to supporting the positive mental health and emotional wellbeing of our whole school community (children, staff, parents and carers). We recognise that positive mental health and emotional wellbeing is just as important to our lives as physical health.

**1.3** At ESPS, we endeavour to ensure that children can manage times of change and stress. We aim to ensure that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

## 2 Policy Intent Scope

**2.1** This document describes the school's approach to promoting positive mental health and emotional wellbeing. This policy is intended as guidance for all staff including non-teaching staff, governors and parents. It is based on guidance from [Promoting Children and Young People's Emotional Health and Wellbeing, Public Health England 2015](#) and the [Anna Freud school staff wellbeing model policy](#).

**2.2** This policy should be read in conjunction with our Supporting Children with Medical Needs 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 additionally links to the school's Child Protection Policy, Anti-Bullying policy, the PSHE policy, attendance policy (staff and pupil) and the Behaviour Management Policy.

## 3 Policy Intent Aims

**3.1** The policy aims to:
- Promote 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
- Enable staff to understand how and when to access support when working with pupils with emotional wellbeing or mental health issues
- Provide support to staff working with young people with emotional wellbeing and/or mental health issues, and know where to signpost them and their parents/carers for specific support
- Provide support to pupils suffering poor emotional wellbeing and/or mental ill-health and their peers and parents/carers
- Develop resilience amongst pupils and raise awareness of resilience-building techniques
- Maintain awareness amongst staff and recognition from SLT that staff may have mental health issues, and that they are supported with looking after their wellbeing and mental health; instilling a culture of staff and pupil welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and emotional wellbeing around the school

**4      Policy Implementation - Key Staff Members**

**4.1**   This policy aims to ensure staff take responsibility to promote the mental health of pupils. However, key members of staff have specific roles to play:

- Mental Health Lead (See Appendix 1 for the full Mental Health Lead job description.)
- Pastoral Care Manager
- Mental Health First Aiders
- Designated Safeguarding Lead and Deputy Designated Safeguarding Lead(s)
- SENDCo
- PSHE Lead

**4.2**   If a member of staff is concerned about the mental health or wellbeing of a pupil, in the first instance they should speak to the Mental Health Lead and/or Pastoral Care Manager.
If there is a concern that the student is high risk or in danger of immediate harm, the school's safeguarding procedures should be followed.
If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

**5      Policy Implementation - Individual Wellbeing Plans**

**5.1**   When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Wellbeing Plan (IWP) should be drawn up. The development of the plan should involve the pupil, parents, and any other relevant professionals. (See Appendix 4 for IWP)

Suggested elements of this plan include:
- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency
- The role of the school and specific staff

**6      Policy Implementation - Teaching about mental health**

**6.1**   At ESPS 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 pro-active way to avoid problems arising. We do this by:

- Including the skills, knowledge and understanding our pupils need to keep themselves - and others - physically and mentally healthy and safe as part of our PSHE curriculum, as well as in the application of the Thinking School tools. The content of lessons will be determined by the specific needs of the cohort being taught but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. At ESPS, we use the Jigsaw programme of study.

- Creating and applying consistent ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
- Focusing on the [habits of mind](#), [5 steps to wellbeing](#) and '[Zones of Regulation](#)' language.
- Helping children to develop social relationships, support each other and seek help when they need it. We use the Circle of Friends intervention in instances where extra adult and peer support is necessary.
- Promoting self-esteem and ensuring children understand their importance in the world through assemblies, wellbeing events (for children and staff) and discrete teaching of the school values.
- Helping children to be resilient learners and to manage setbacks.
- Teaching children social and emotional skills and an awareness of mental health.
- 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 (children and staff).
- Signing up for the [Staff Wellbeing Charter](#) when it becomes available in the autumn term 2021. In signing the charter, ESPS will commit to placing wellbeing and mental health at the heart of our decision making. We will support staff to make positive choices for their own wellbeing and encourage a collegiate culture across and between all roles in the school.

**6.2**  We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Enabling access to appropriate support
- Teaching Mental Health and PSHE for all year groups
- Providing a Time to Talk box in each class for children to post worries or concerns
- Events such as a wellbeing week for children and staff
- Access to information around the school and on SharePoint to support children, staff and parents
- Opportunities for CPD for staff
- Workshops for parents and carers

**6.3**  Small group activities

- Nurture groups to focus on mental health, resilience and wellbeing
- Lunch Club
- Children to be aware that they can drop in and see a designated adult if they are anxious or worried about a certain situation/issue.

**7      The role of the Mental Health Lead**

**7.1**    The Mental Health Lead works with all staff to co-ordinate whole school activities to promote positive mental health and emotional wellbeing, as well as support with advice on mental health. The Mental Health Lead is the first point of contact with mental health services and makes individual referrals to them. (See Appendix 1 for the full Mental Health Lead job description.)

**8      The role of teaching staff**

**8.1**    Many behaviours and emotional problems can be supported within the school environment via the pedagogy described above, or with advice from external professionals.

**Early identification**

We aim to identify children with mental health needs as early as possible so that intervention can be at an early stage.  We do this in different ways including:

- Teaching resources from PSHE lessons and the school Wellbeing SharePoint. These include SDQ (Social difficulty questionnaire), Anxiety mapping tool, Zones of Regulation tracking sheet; Advice on 'how schools can support children and young person's mental health (NHS website).
- Changes in patterns may indicate warning signs, highlighting that a student is experiencing mental health or emotional wellbeing issues. Teaching and support staff are responsible for reporting concerns about individual children to designated adults within the school.

| | |
|---|---|
| Attendance | Negative behaviour patterns |
| Family circumstance | Recent bereavement |
| Health indicators | Punctuality |
| Relationships | Approach to learning |
| Physical indicators | |

**These may present as;**

Changes in eating/sleeping habits
Becoming socially withdrawn
Changes in activity and mood
Talking about self-harm or suicide
Expressing feelings of failure, uselessness or loss of hope
Repeated physical pain or nausea with no evident cause
An increase in lateness or absenteeism

**9  The role of parents or carers**

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the Mental Health Lead for assessment.

To support parents and carers we:

- Organise support such as workshops and presentations on mental health, anxiety, resilience, Zones of Regulation and 5 steps to wellbeing.

- Provide information online via the school website on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.

Linked Policy:

Supporting Pupils with Medical Conditions

**Reviewed by governors: September 2021**

**Next review date: September 2024**

APPENDICES:
(See following pages for forms and support tools to assist with this policy)

APPENDIX 1: Mental Health Lead Role Description

# Mental Health Lead Role Description

## Main Purpose

The Mental Health Lead will be responsible for the school's approach to mental health and wellbeing. They will also forge effective links with NHS mental health services.

## Duties and Responsibilities

### Whole school approach

Developing and overseeing the whole school approach to mental health and wellbeing, including:
- Embedding mental health and emotional wellbeing in the design of behaviour policies, pastoral support and the curriculum (including in PSHE)
- Ensuring staff are supported with their own mental wellbeing
- Sustaining high engagement of all stakeholders – pupils, parents and governors, as well as staff

### Working with pupils with mental health needs

To maintain up-to-date knowledge of national and local mental health services and their availability, and signposting these to pupils and parents
- Developing links with local mental health services
- Supporting the identification of at-risk pupils and pupils exhibiting signs of mental ill-health
- Establishing and following a clear process if a concern is raised about a pupil's wellbeing
- Referring pupils to NHS services when appropriate
- Coordinating the mental health needs of pupils within the school
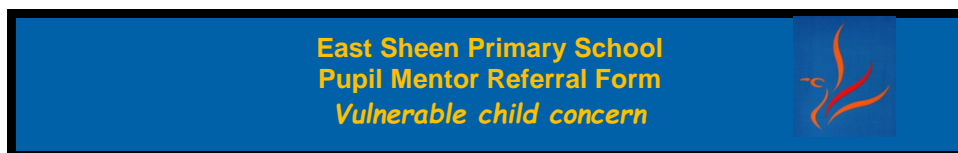
### Overseeing:

- The delivery of pupil interventions, where these are being delivered at school
- The outcomes of these interventions on pupils' education and wellbeing

### Supporting other staff

Making sure staff can:
- Recognise signs and symptoms of mental health needs in pupils, and know what to do should they have a concern
- Look after their own mental health and emotional wellbeing needs and provide or seek support as required
- Support others in contact with pupils with mental health needs
- Be confident to work with these pupils
- Share information about pupils with mental health needs with other members of staff where appropriate, so that there can be support throughout the school environment
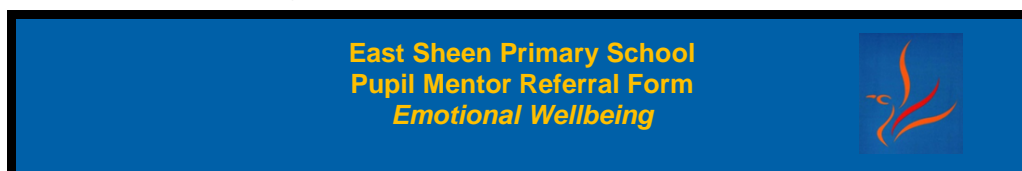
## APPENDIX 2: Mentoring referral form (Support from ESPS Pastoral Care Team)

**East Sheen Primary School**
**Pupil Mentor Referral Form**
*Vulnerable child concern*

| | |
|---|---|
| Pupil's name: | Parent's name: |
| Address: | Home Telephone No:<br><br>Parent Mobile No: |
| Date of birth | Year: |
| Date of referral: | Class teacher: |
| Ethnic origin | Language of family |
| Special needs information: | Pupil family background information: |
| **Main reason for referral** *(please highlight)*<br>*Attendance/truancy/punctuality*<br>*Underachievement*<br>*Health*<br>*Refugee/Asylum seeker*<br>*Behaviour*<br>*Social skills*<br>*Gifted and talented under-achieving*<br>*New to school*<br>*Following exclusion*<br>*Self/Parent Referral*<br>*Emotional*<br>*Looked after*<br>*Bereaved* | **Key issues of concern** *(please highlight)*<br>*Risk of exclusion*<br>*Anger management*<br>*Organisational skills*<br>*Classwork/homework*<br>*Self-esteem/confidence*<br>*Transition*<br>*Literacy/numeracy*<br>*New to school*<br>*Borderline performance*<br>*Behaviour*<br>*Relationships with peers*<br>*Relationships with adults* |

| Other reasons or issues *(please specify):* |
|---|
| |

| What changes would you want to see at the end of the intervention? *(please be specific):* |
|---|
| 1.<br><br>2.<br><br>3. |

| | |
|---|---|
| Referred by: | Date intervention commenced:<br>(     wks)<br><br>Intervention review date: |
| Signed staff member: | Signed MH Lead: |

## APPENDIX 3: Emotional Wellbeing referral form (ELSA, MH & EW cluster, dance/music therapy)

**East Sheen Primary School**
**Pupil Mentor Referral Form**
*Emotional Wellbeing*

| Pupils name | Date of birth | Class teacher |
| --- | --- | --- |
| Parent/Carer's name | | Year |
| Address | | Date of referral |
| Home Telephone No: <br><br> Parent Mobile No: | | SEN Information |
| Ethnic origin | Language of family | Attendance/Punctuality |
| Members of the child's present household <br><br> Both parents  Lone parents  Step Parent <br> Looked After | | Other agencies involved/other necessary information |
| No. of children in family | Position in family | |

| Main reason for referral<br>1=minor concern 5=major concern | | | | | | Key issues of concern<br>1=minor concern 5=major concern | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Underachievement | 1 | 2 | 3 | 4 | 5 | Relationships with peers | 1 | 2 | 3 | 4 | 5 |
| G&T underachieving | 1 | 2 | 3 | 4 | 5 | Relationship with adults | 1 | 2 | 3 | 4 | 5 |
| Behaviour | 1 | 2 | 3 | 4 | 5 | Behaviour | 1 | 2 | 3 | 4 | 5 |
| Social skills | 1 | 2 | 3 | 4 | 5 | Anger management | 1 | 2 | 3 | 4 | 5 |
| Emotional | 1 | 2 | 3 | 4 | 5 | Risk of exclusion | 1 | 2 | 3 | 4 | 5 |
| Looked after | 1 | 2 | 3 | 4 | 5 | Organisational skills | 1 | 2 | 3 | 4 | 5 |
| Bereaved | 1 | 2 | 3 | 4 | 5 | Class work | 1 | 2 | 3 | 4 | 5 |
| Health | 1 | 2 | 3 | 4 | 5 | Literacy | 1 | 2 | 3 | 4 | 5 |
| Refugee/Asylum seeker | 1 | 2 | 3 | 4 | 5 | Numeracy | 1 | 2 | 3 | 4 | 5 |
| New to school | 1 | 2 | 3 | 4 | 5 | Borderline performance | 1 | 2 | 3 | 4 | 5 |
| Attendance/truancy/punctuality | 1 | 2 | 3 | 4 | 5 | Self-esteem/confidence | 1 | 2 | 3 | 4 | 5 |
| Following exclusion | 1 | 2 | 3 | 4 | 5 | Transition | 1 | 2 | 3 | 4 | 5 |
| Self/Parent referral | 1 | 2 | 3 | 4 | 5 | New to School | 1 | 2 | 3 | 4 | 5 |

Other reasons or issues (please specify)

What changes would you like to see at the end of individual/group behaviour programme? (be specific)
1.

2.

3.

| Referred by: | Date intervention commenced:  (  wks) <br><br> Intervention review date: |
| --- | --- |
| Signed School Staff Member: | Signed MH Lead: |

## APPENDIX 4:

**East Sheen Primary School**
**Individual Wellbeing Plan**

| Pupil's name: | Parent's name: |
|---|---|
| Address: | Home Telephone No:<br><br>Parent Mobile No: |
| Date of birth | Year: |

Contextual information:

External Agencies involved:

| Medication: | Intervention:<br><br>In or out of school? |
|---|---|

Please tick the level of concern in each area

| | 1<br>No concern<br>(0-10%) | 2<br>Slight concern<br>(11-30%) | 3<br>Some concern<br>(31-60%) | 4<br>Significant concern<br>(61-90%) | 5<br>Serious Concern<br>(90+%) |
|---|---|---|---|---|---|
| School attendance | | | | | |
| Engagement at school | | | | | |
| Behaviour at school | | | | | |
| Family Engagement | | | | | |
| Easily talks about own feelings and shows awareness of own feelings | | | | | |
| Behaviour at home | | | | | |
| General mood | | | | | |
| Self-confidence/ self-esteem | | | | | |
| Concentration | | | | | |
| Self-blame | | | | | |
| Social relationships | | | | | |
| Total (55) | | | | | |

School staff member:

How is the pupil supported in school?

| Signed Parent/Carer: | Date: |
|---|---|

APPENDIX 5: Intervention measurement form

**Name:**                                    **Year:**                **Reading**          **Writing**          **Numeracy**

| Action (Priority Order) | Reason for Action | Who is responsible? | Timescale | Benefits of Work and Outcomes to be Measured | Action Complete | Review/ Outcome |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Additional Intervention Plan Needed?**        Yes/ No

**Next Steps:**