

# Park End Primary School



Approved By:

Date:

## Emotional wellbeing and mental health policy

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# Social, Emotional and Mental Health Policy

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## Policy statement

This policy is a statement of the aims, principles and strategies for children with Social, Emotional and Mental Health difficulties (SEMH) at Park End Primary School.

At Park End Primary School, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

We acknowledge that schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. It is important that schools promote good mental wellbeing for all pupils. Education about relationships, sex and health can be important vehicles through which schools can teach pupils about mental health and wellbeing.

It is important to note that school staff cannot act as mental health experts and should not try to diagnose conditions. However, they should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

This policy was written in consultation with staff, parents, external agencies and governors.

This policy has been written taking advice from the SEND Code of Practice (2014), the Equality Act (2010), the Measuring and monitoring children and young people's mental wellbeing: a toolkit for schools and colleges by Public Health England and the Mental Health and Behaviour in Schools (2018) DFE advice.

This policy is intended to:

- Provide guidance to school staff on our school's approach to promoting positive mental health and wellbeing across all communities in the school
- Inform pupils and parents about the support that they can expect from the school in respect of supporting mental health and wellbeing

Read this policy in conjunction with:

- SEND policy
- Behaviour policy
- Anti-bullying policy
- Safeguarding policy

## Definition

Within the Code of Practice, Social, Emotional and Mental Health is defined as:

*Paragraph 6.32: 'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.'*

The Measuring and monitoring children and young people's mental wellbeing: a toolkit for Schools and Colleges by Public Health England defines Mental wellbeing as:

Page 6: *Mental wellbeing is not simply the absence of mental illness but is a broader indicator of social, emotional and physical wellness.*

*We define mental wellbeing as children and young people's happiness, life satisfaction and positive functioning.*

## School responsibilities

Early intervention to identify issues and provide effective support is crucial.

The school role in supporting and promoting mental health and wellbeing can be summarised as:

- **Prevention:** creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;
- **Identification:** recognising emerging issues as early and accurately as possible;
- **Early support:** helping pupils to access evidence based early support and interventions; and
- **Access to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

Where a pupil has a mental health condition that amounts to a disability and this adversely affects their behaviour, the school must make reasonable adjustments to its policies, the physical environment, the support it offers, and how it responds in particular situations

Published behaviour policies need to be consistent with the legal requirement that treating all pupils the same may be unlawful where a disability affects behaviour.

The SEND Code of Practice states:

Paragraph 6.33: *'Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.'*

## Aims and Objectives of the Policy

The aims and objectives of this policy are:

- To fulfil the demands of the 2011 Education Act, as set out in the document 'Code of Practice' (2014)
- To implement an inclusive curriculum throughout the school which considers the individual needs of every child
- To follow procedures which facilitate early identification of SEMH
- To ensure that there is a tiered approach of provision for children with SEMH throughout the school and provide documentation that would enable the same on transfer to any subsequent school

- To ensure that decisions about children with SEMH are informed by the insights of parents and, where appropriate, children themselves
- Promote positive mental health and wellbeing across the whole school
- Create a culture of wellbeing and inclusion
- Foster a positive atmosphere in school, where pupils feel able to discuss and reflect on their own experiences with mental health openly
- Allow pupils to participate in forming our approach to mental health by promoting pupil voice
- Give pupils the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Spread awareness of the varieties of ways mental health issues can manifest
- Support staff to identify and respond to early warning signs of mental health issues
- Provide support to staff working with pupils with mental health issues
- Provide support and access to resources to pupils experiencing mental ill health alongside their peers, their families and the staff who work with them

### **To enable staff:**

- To understand their own roles and responsibilities for SEMH provision at Park End School
- To understand the roles and responsibilities of others in and beyond the school, e.g. parents, Educational Psychologists, SENDCO, Counsellors, Education Mental Health Practitioner
- To know and understand techniques which they and others can employ in order to identify SEMH
- To have an overview of the whole school system for managing SEMH and understand fully their part within it
- To take full and active responsibility for the sections within the SEMH policy which relate to them
- To take part in, where appropriate, reviews with the care team or external agencies

### **For Pupils with Social, Emotional and Mental Health Difficulties we aim:**

- To meet the specific needs of all pupils who have persistent or transient SEMH
- To identify SEMH difficulties as early as possible
- To make appropriate provision wherever possible within the mainstream, so that pupils with SEMH difficulties can be educated alongside their peers
- To ensure that children with SEMH difficulties have the greatest possible access to a broad and balanced education and curriculum (including the National Curriculum)
- To consider the wishes of parents and wherever possible the child's own views, when deciding upon appropriate provision, bearing in mind the resources available
- To work in close co-operation and partnership with all agencies concerned with the welfare of the child, to ensure an effective multi-agency approach to supporting pupils

## **Legal duties**

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 the 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 Mental Health Lead (DMHL) or the Designated Safeguarding Lead (DSL).

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

### ➤ Governing Body

Overall responsibility for all education provision, including pupils with SEMH difficulties, lies with the Governors of Park End School.

### ➤ Headteacher

The Head Teacher works closely with the SEND Co-ordinator, Designated Mental Health Lead, and care team to ensure that SEMH procedures are working efficiently. The head teacher also ensures there is efficient liaison between relevant outside agencies.

### ➤ Designated safeguarding lead (DSL)

### ➤ Special educational needs co-ordinator (SENCO)

For pupils who are displaying SEMH difficulties, the SENDCo may be involved, to support their provision within school.

### ➤ Designated Mental Health Lead

The role of the DMHL is to:

- Oversee day to day operation of SEMH policy
- review of paperwork
- ensuring entitlement for all pupils
- co-ordinate provision for children with SEMH needs
- oversee the records of pupils with SEMH needs
- leading the care team within school
- support the class teacher/care team whenever possible
- attending all mental health huddle meetings within school
- liaise with parents and outside agencies
- contribute to the in-service training of staff in the school
- manage the role of those staff designated as having specific responsibilities for other areas of needs. These include classroom assistants, therapists, care team

- keep the head teacher informed of all relevant matters
- review curriculum policies in order to gain an overview of SEMH practice and provision across the curriculum
- disseminate current educational trends, issues and directives to staff

The DMHL is part of the Senior Leadership Team and ensures development of whole staff participation in delivering policies.

### ➤ Deputy Designated Mental Health Lead

The role of the DDML is to assist the DMHL in the duties listed above.

### ➤ Class Teacher:

The role of the class teacher is to:

- identify, assess and, with appropriate support, provide for the educational needs of all children in their care
- report any concerns regarding children's SEMH to the DMHL or a member of the care team
- review and provide evidence for accumulative records
- follow the assess, plan, do review cycle of support and intervention as advised by external professionals
- attend Multi-agency meetings at request of the SENDCO/DMHL

## Warning signs

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
- Changes in eating or sleeping patterns
- Changes in attitude in lessons or academic attainment
- Changes in level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- 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

## Supporting pupils

As part of the school's commitment to promoting positive mental health and wellbeing for all pupils, the school offers support to all pupils by:

- Raising awareness of mental health during assemblies, PSHE lessons and mental health awareness week
- Signposting all pupils to sources of online support on the school website and Seesaw
- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of the school that is negatively impacting their mental health via School Council
- Appointing a Designated Mental Health Lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support through key adults
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
  - Worry boxes
  - Circle time

## Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- Nurture groups
- Reduced timetable
- THRIVE intervention
- Time with key person
- EMHP support groups during unstructured times in school
- Group interventions e.g. circle of friends

## Making external referrals

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

A pupil could be referred to:

- GP or paediatrician
- CAMHS
- Mental health charities (e.g. The Bungalow Partnership, The Junction etc.)
- Other local counselling services



## **Inclusion**

Park End Primary School promotes inclusion. All pupils are fully integrated and are expected to play a full part in the life of the school wherever possible, including pupils with SEMH needs.

Reasonable adjustments will be made for pupils who require it. Some pupils with SEMH needs may require reasonable adjustments to support them within school.

Resources are provided to support children where necessary.

Park End Primary School is a Flagship school for Inclusion, following a review from the Inclusion Quality Mark in 2022.

## **Monitoring**

Where school is providing additional support for pupils with identified SEMH needs, senior staff will monitor the impact of this support.

Monitoring Involves:

- Care team to hold regular meetings to review progress of current SEMH Support pupils and discuss possible inclusion of other children in the future
- The Deputy Head Teacher will monitor behaviour incidents
- The DMHL and Deputy DMHL will monitor communication with parents
- The THRIVE lead will monitor progress through The Thrive Approach assessments in triangulation with behaviour incidents and teacher assessments
- The DMHL is responsible for reporting to governors

## **Assessment Procedures**

If a pupil is identified as having a mental health need, the DMHL will take a graduated and case-by-case approach to making an assessment and providing tailored support, further to the provision of the baseline support. The 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

Children who access additional support from THRIVE are assessed termly using The Thrive Approach to assist the care team/class teacher in planning SEMH support and to highlight those children who may be experiencing difficulties and need to be monitored more closely.

For pupils who received support from external agencies, the external agency will provide assessment (CAMHS/Counselling services)

The educational psychologist provides in depth assessment where necessary.

## Supporting and collaborating with parents and carers

We will work with parents and carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Offering all parents the opportunity to attend The Incredible Years Parenting Programme
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

When informing parents about any mental health concerns we have about their child, we will endeavour to do this face to face.

These meetings can be difficult, so the school will ensure that parents are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

## Success Criteria

Success may be defined in a number of ways, such as:

- effective systems for early identification and assessment of pupils
- accurate records of all pupils who access the care team
- decrease in behaviour incidents
- decrease in number of referrals to higher tier services e.g. CAMHS
- a school atmosphere in which pupils' individual differences are recognised and valued

## SEMH CPD

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

An audit of staff training needs is held each year and is linked to performance management. This provides information for the School Improvement Plan.

Expertise from outside agencies is used wherever possible to provide in-house training.

## **External Agencies**

The school receives:

- 20 session of Educational Psychologist time per year
- Incredible Years supervision by CAMHS
- Support from HeadStart (Head Starters/assemblies)
- Staff trained in The Thrive Approach
- Specialist therapeutic support as required by The Bungalow Partnership
- Specialist therapeutic support as required by Inside Out Mental Health Support Team
- 1 day per week support from Education Mental Health Practitioner

## **Support for staff**

We recognise that supporting a pupil experiencing poor mental health can be distressing for staff. To combat this we will:

- Treat mental health concerns seriously
- Have a staff mental health policy in place
- Have a designated staff member responsible for staff wellbeing
- Offer staff counselling sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment

## **Complaints**

These are dealt with initially by a member of SLT who then follow the complaint procedure as set out in the school prospectus.

The Local Education Authority has established a procedure for considering complaints from parents relating to the school curriculum, the charging and remissions policies of schools and religious education and collective worship.

## Appendix 1 – School response to mental health

