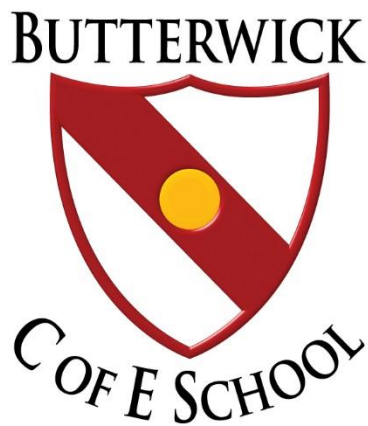


BUTTERWICK PINCHBECK'S ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL



MENTAL HEALTH AND EMOTIONAL WELLBEING POLICY

As an inclusive Christian school, our vision is to provide a safe, happy, loving and nurturing environment where individuals feel valued and are encouraged to fulfil their hopes and aspirations. Through an inspiring and enriched curriculum, pupils are given the best opportunities to flourish and develop their God given talents.

'With God all things are possible' Matthew 19:26

Together Everyone Achieves More

Date Agreed: June 2021

Date to be Reviewed: June 2023

Mental Health and Emotional Wellbeing Policy

Policy Statement

At Butterwick CE Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and our approach is respectful and kind, where individual and contribution is valued.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everyone's business and that we all have a role to play.

At our school we:

- Help children to understand their emotions and feelings better.
- Help children feel comfortable sharing concerns or worries.
- Help children socially to form and maintain relationships.
- Promote self-esteem and ensure children know that they count.
- Encourage children to be confident and 'dare to be different'.
- Help children to develop emotional resilience and to manage setbacks.

We promote a 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 no-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs.

We pursue our aims through:

- Universal, whole school approaches.
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder.

Lead members of staff:

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

- Sam Towers – Headteacher & Designated Child Protection/ safeguarding officer
- Emma Taylor – Deputy Headteacher, Designated Child Protection/ safeguarding officer & Wellbeing Lead (incl LAC/PLAC)
- Katie Tracey – Learning Mentor, Designated Child Protection/ safeguarding officer & ELSA
- Emma Rolfe – SENDCo & Designated Child Protection/ safeguarding officer
- Wellbeing Governor

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our PSHE curriculum, including E-safety.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the 'Jigsaw' scheme to ensure we teach mental health and emotional wellbeing issues in a safe and sensitive manner which is age appropriate. Collective worship also addresses some wellbeing issues.

Targeted Support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or 'circle of friends' activities
- Targeted use of SEAL resources
- Managing feelings resources e.g. worry boxes, worry monsters, 3 houses activity
- Wellbeing groups e.g. self-esteem, friendship
- ELSA support
- 1:1 sessions
- Therapeutic activities e.g. art, lego, mindfulness techniques, colouring
- Early Help assessments
- Pastoral Support Plans

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

- Strengths and Difficulties questionnaire
- The Boxall Profile
- Emotional Literacy scales

Signposting

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

Identifying needs and warning signs

All staff will complete termly wellbeing trackers on their pupils aimed at identifying a range of possible difficulties including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Bereavement
- Health

These are colour coded to aid identification.

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these signs should communicate their concern with one of the designated child protection/ safeguarding officers.

Possible warning signs:

- Changes in eating/ sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking 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

Working with Parents

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support e.g. through parent forums
- Ensure that all parents are aware of who to talk to, and how to contact them if they have concerns about their child
- Make our emotional wellbeing policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for supporting this at home.

Working with Outside agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- Behaviour Outreach Support Services (BOSS)
- Paediatricians
- CAMHS (Child and adolescent mental health services)
- Healthy Minds Team
- Mental Health Support Team
- Counselling services
- Family Support workers

Training

As a minimum, 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 keep students safe.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and relevant additional CPD will be supported throughout the year.

This policy should be read in conjunction with:

SEND Policy	LAC/PLAC Policy
Behaviour Policy	Anti-bullying Policy
PSHE Policy	Safeguarding and child protection Policy
E-Safety Policy	Attendance Policy