



Creative Children's Academy Trust (CCAT)

Thorpe Hesley Primary School

Mental Health and Wellbeing Policy

Taken to Local Governing Board – Curriculum, Data and Safeguarding

On: Autumn 2022

To be reviewed annually / **two yearly** / as required

To be reviewed on: Autumn term 2024

Policy and procedure are common to all our CCAT schools.

Any administrative variations within this policy are highlighted in **blue**.

Creative Children's Academy Trust (CCAT) partners





Our School Aims

- We aim to treat every child as an individual ensuring that their needs are at the heart of everything we do.
- We aim to provide a safe, happy environment for children and adults which embraces the whole community and where everyone feels welcome and supported.
- We aim to provide an inclusive curriculum and creative learning environment which will challenge and support all children, in order for them to reach their full potential.
- We aim to equip children with skills, knowledge and understanding to enable them to become good citizens by discovering about themselves and the world.

Mental Health

The World Health Organization's definition of health is "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."

Statement of intent

At Thorpe Hesley Primary School we are committed to promoting a positive mental health and emotional wellbeing to all pupils, their families, members of staff and governors. Through our policies and procedures, we ensure a safe and supportive environment for all affected, both directly and indirectly, by mental health issues.

This policy is a guide to all staff, including non-teaching, volunteers and governors. It outlines Thorpe Hesley Primary Schools approach to promoting mental health and emotional wellbeing.

Policy Aims

- Ethos and environment promote positive mental health and emotional wellbeing in all staff, pupils and families.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in pupils.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to pupils with mental health issues and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst pupils and raise awareness of resilience building techniques.
- Raise awareness amongst staff and SLT that staff may have mental health issues and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and pupil welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

Key Staff Members

This policy aims to ensure all staff take responsibility to promote the mental health of pupils, however key members of staff have specific roles to play:

- Pastoral Family Support Team – James Rawlinson and Hayley Smalley
- Designated Safeguarding Governor – Kerry Hattersley
- Designated Safeguarding Lead- Trudi Toms
- Designated Safeguarding Deputy –Donna Oakley and Sarah Hewitt
- Learning Mentor for Safeguarding and Wellbeing – James Rawlinson
- SENCO –Sarah Hewitt
- Head Teacher – Trudi Toms
- Mental Health and Wellbeing Lead – Sarah Cullumbine
- Mental Health First Aiders – Kelly Quinn. Amanda Grant

Procedure

If a member of staff is concerned about the mental health and wellbeing of a pupil they should notify a member of the pastoral team through cpoms.

If there is a concern that the pupil is high risk or in danger of immediate harm then the child protection procedure should be followed and the designated safeguarding lead be notified.

If the child presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

Pupil Identification

When a pupil has been identified as having a cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAHMS or another organisation a request will be made through cpoms for the child. If a child then works within a nurture support group an intervention form will be written with the pastoral team and class teacher.

Curriculum

The skills, knowledge and understanding our pupils need to keep themselves, and others, physically and mentally healthy and safe are included in our weekly PSHE curriculum and drop down days across all three key stages.

Thorpe Hesley Primary follow the ROSIS Primary Personal, Social and Health Education Scheme of Work for Years 1-6. This includes the new DfE requirements for SRE. Foundation Stage use Personal, Social and Emotional Development statements from the EYFS curriculum.

Warning Signs

Staff may become aware of warning signs which indicate a child, member of staff or parent is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should initially alert a mental health first aider or a member of the pastoral team. If this is a child a record should also be made through cpoms. Concerns about staff should be addressed to a member of SLT.

Possible warning signs (not exclusive) which all staff should be aware of include:

- Physical signs or 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 or mood.
- Lowering of academic achievement.
- Talking or joking about self-harm or suicide.

- Abusing drugs or alcohol.
- Expressing feelings of failure, uselessness or loss of hope.
- Change in clothing. Eg. Long sleeves in warm weather.
- Secretive behaviour.
- Skipping PE or getting changed secretly.
- Lateness to, or absence from school.
- Repeated physical pain.
- Nausea with no evident cause.

Vulnerable Groups

Research shows that the following groups are more vulnerable to mental health and wellbeing issues.

- LAC
- FSM
- Intermittent family income problems
- Family history of mental health issues
- Family health problems
- Domestic violence

Signposting

We will ensure that staff, children and parents/carers are aware of the support and services available to them and how they can access these services.

#thebestschoolinrotherhamandindeedtheworld

Mental Health and Wellbeing Offer

At Thorpe Hesley Primary School we have a strong commitment from SLT, staff and governors to promote the mental health and wellbeing of all stakeholders.

FAMILIES

Parental engagement – open door policy

Effective relationships

Access to policies

PTA

Range of communication – twitter, website, email

Signposting to relevant services – GP, groups, support services, Samaritans, MIND, With Me [In Mind](#).

Parent workshops and stay and learns



CHILDREN

Inclusive approach – each child treated as an individual

Broad and balanced curriculum

Staff who smile, listen and respond

Effective pastoral team offering a vast array of programmes

Mindfulness practices

Positive feedback and marking

Daily mile

Celebration tree

Worry box

Special assembly, star of the week, birthday, class point and attendance

Tinkerbell Toms and Governors Awards

School council

Attendance monitoring and procedures

Referrals made to external agencies – CAHMS, Early Help, school nurse

Event Days – Anti-bullying, CIN, Eid

My Happy Mind pastoral support for children.

PROCEDURE

If a member of staff is concerned about the mental health and wellbeing of a pupil they should notify a member of the pastoral team through ~~COVVS~~.

If there is a concern that the pupil is high risk or in danger of immediate harm then the child protection procedure should be followed and the designated safeguarding lead be notified.

If the child presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

STAFF

Stable staffing profile

Activities to inspire [wellbeing](#) – lucky lottery, secret buddy, you've been mugged.

Teacher Awards voted for by children

Self-care; personal responsibility is encouraged

Access to coaching, counselling and mentoring

Strong friendships encouraged

Tolerance, openness and trust is established

On site mental health first aid trained staff

Managing Disclosures

If a child, parent or staff member chooses to disclose concerns about themselves or a friend to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures by children or a parent/carer will be recorded on cpoms and staff disclosures will be reported to a member of SLT or Mental Health First Aider in order to access support.

All staff to be able to feel that they have a go to person for support. If they feel that they do not have a go to person then they can talk to a Mental Health First Aider. Staff should then assess if additional support is needed for their colleague.

CPD

All staff will receive annual CPD sessions from the Mental Health First Aiders to recognising and responding to mental health issues.

School have staff trained to support Mental Health

James Rawlinson Trauma informed practise.

The 5 Steps to Well-being:-

Connect – talk to people, spend time with friends, family and build relationships.

Be active – engage in regular physical exercise

Take notice – appreciate the present, focus on the now

Keep learning – maintain curiosity, ask questions, try new things

Giving – community, friends, family, kindness, charity, volunteer.

Covid -19

In response to the global pandemic we gave priority to EHWB for our children, families and staff. We did rigorous risk assessments and updated these regularly as times change under the current climate. We moved to remote learning for isolating children and have strict bubbles codes throughout the day to provide safety for our children and staff. Staff used video calling for meetings and remote learning and were supported with their own EHWB needs by SLT.

Coming out of the pandemic we are still aware of the needs of staff, children and families and have put clear support in for those who are still affected by Covid. There is clear guidance following the Government guidelines and SLT are still aware that support for individuals is still needed.