



Mental Health and Well Being Policy

Mission Statement

- We will create a happy, secure and stimulating learning environment in which all children can grow in confidence, develop their full potential and where academic excellence can be achieved.
- We will provide a nurturing environment and value and recognise the uniqueness of every child.
- We will equip the children with the resilience and perseverance to become creative and independent thinkers and to become learners for life.
- We will provide engaging and varied learning activities across the full breadth of the National Curriculum and equip the children with a thorough understanding of the basic skills of English, Mathematics, Science and Computing.
- We will challenge the children's minds and bodies and give them a desire to learn and achieve.
- We will promote British Values and ensure the children become caring, tolerant and respectful citizens within the school and wider communities.
- We will prepare children well for the next steps in their lives by promoting self-discipline and the positive mindset which will allow them to aim high in all they do.
- We will ensure children know how to keep themselves safe when using technology.

RESPECT- RESILIENCE- RESPONSIBILITY

Our Values:

At Larkholme Primary School, we have 3 core values that underpin everything we do. The 3 core values are:

- Respect
- Responsibility
- Resilience

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Research:

<p>Know and understand your pupils and their influences</p>  <ul style="list-style-type: none">• Pupil behaviour has multiple influences, some of which teachers can manage directly• Understanding a pupil's context will inform effective responses to misbehaviour• Every pupil should have a supportive relationship with a member of school staff	<p>Teach learning behaviours alongside managing misbehaviour</p>  <ul style="list-style-type: none">• Teaching learning behaviours will reduce the need to manage misbehaviour• Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning• Teachers should encourage pupils to be self-reflective of their own behaviours	<p>Use classroom management strategies to support good classroom behaviour</p>  <ul style="list-style-type: none">• Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression• Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time• Reward systems can be effective when part of a broader classroom management strategy	<p>Use simple approaches as part of your regular routine</p>  <ul style="list-style-type: none">• Some strategies that don't require complex pedagogical changes have been shown to be promising• Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour• School leaders should ensure the school behaviour policy is clear and consistently applied	<p>Use targeted approaches to meet the needs of individuals in your school</p>  <ul style="list-style-type: none">• Universal behaviour systems are unlikely to meet the needs of all your students• For pupils with more challenging behaviour, the approach should be adapted to individual needs• Teachers should be trained in specific strategies if supporting pupils with high behaviour needs
Implementation				
<p>6</p> <p>Consistency is key</p> 	<ul style="list-style-type: none">• Consistency and coherence at a whole-school level are paramount• Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches• However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level			

Our Rules:

- Ready
- Safe
- Respectful

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1.0 Policy statement

At *Larkholme Primary school*, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors. Our open culture allows students' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

2.0 Scope

This policy is a guide to all staff – including non-teaching and governors – outlining Larkholme Primary school's approach to promoting mental health and emotional well being.

It should be read in conjunction with other relevant school policies (For example: Child Protection and Safeguarding Policy, RSHE Policy, SEND Policy.)

3.0 Policy Aims

- Promote positive mental health and emotional well being in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from 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 student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

4.0 Key staff members

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

- Pastoral Staff
- Designated Safeguarding Lead
- SENCO
- Senior Mental Health Lead
- PSHE Coordinator

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to a member of the Pastoral Team and made a record on CPOMs

If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed and a DSL must be informed, a record made on CPOMs and parents/carers informed (unless there is safeguarding reason not to e.g FII)

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

5.0 CPOMs

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, then this must be recorded on CPOMs. If it is required the pupil will have a SEND plan to support the implementation of strategies as part of the plan-assess- do-review cycle. If a pupil require medication then a care plan will be completed.

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 the school and specific staff

6.0 Teaching about mental health

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE/RSE curriculum.

We will follow the guidance issued by the DfE to write our RSE policy and use the PSHE association and resources from 1Decision to prepare us to teach about mental health and emotional health safely and sensitively.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing>

<https://www.1decision.co.uk/>

Incorporating these into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges.

7.0 Signposting

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

Within the school (noticeboards, common rooms, toilets etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand:

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

8.0 Sources of support at school and in the local community

We believe the School has a key role in promoting children positive mental health and helping to prevent mental health problems. Our School has developed a range of strategies and approaches including:

Pupil-led activities

- Campaigns and assemblies to raise awareness of mental health.
- Play Leaders a lunchtime group supporting younger children at lunchtime.
- School council- allows pupil's to have a voice
- Pupil surveys

Transition programmes

- Transition Programme to secondary schools which includes all Year 6 children having a staff member to support a smooth transition to secondary school
- Pastoral team alongside Y6 staff attend transition meetings
- Fleetwood Town deliver transition programme to Y6
- EYFS meet with nurseries and parents
- EYFS transition happens over 4 weeks before summer

Class activities

- Jewels - a mechanism where children can be praised for certain duties, tasks or things they have done and have them celebrated in class
- Worry boxes - where children can anonymously share worries or concerns
- Mental health teaching programmes e.g. based on cognitive behavioural therapy
- Circle times
- Regular PSHE lessons

Whole school

- Monthly wellbeing clinics for parents
- Well being week – whole school focus on doing things which make us feel good – links in with sports week
- Displays and information around the School about positive mental health and where to go for help and support
- Well being board in staff room – contains information
- Staff 'shout out' board celebrating comments from pupils and parents

Small group activities

- Nurture groups
- 1-1 counselling for identified children
- Tiered approach to SEMH intervention

Teaching about mental health and emotional wellbeing

Through PSHCE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

EYFS & Key Stage 1 children learn:

- To recognise, name and describe feelings including good and not so good feelings.
- Simple strategies for managing feelings.
- How their behaviour affects other people.
- About empathy and understanding other people's feelings.
- To cooperate and problem solve.
- To motivate themselves and persevere.
- How to calm down.
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- Who to go to if they are worried.
- About different types of teasing and bullying, that these are wrong and unacceptable.
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

Key Stage 2 children learn:

- What positively and negatively affects their mental and emotional health (including the media).
- Positive and healthy coping strategies.
- About good and not so good feelings.
- To describe the range and intensity of their feelings to others.
- To recognise and respond appropriately to a wide range of feelings in others.
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- About resilience.
- How to motivate themselves and bounce back if they fail at something.
- How to empathise and be supportive of others.
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves.
- About the importance of talking to someone and how to get help.

<p style="text-align: center;">Need</p> <p>The level of need is based on discussions at the regular Inclusion meetings/panel with key members of staff and involves parents and children</p>	<p style="text-align: center;">Evidence-based Intervention and Support</p> <p>the kinds of intervention and support provided will be decided in consultation with key members of staff, parents and children <i>For example</i></p>	<p style="text-align: center;">Monitoring</p>
<p>Highest need</p>	<p>CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies Other External agency support Other interventions e.g. art therapy.</p> <p>If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy and SEN School Information Report.</p>	<p>All children needing targeted individualised support will have a SEND Plan or Care plan if medical drawn up setting out</p> <ul style="list-style-type: none"> • The needs of the children • How the pupil will be supported • Actions to provide that support • Any special requirements <p>Children and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through SNAP and if needed a different kind of support can be provided.</p>
<p>Some need</p>	<p>Access to in school nurture group, family support worker, school nurse, educational psychologist, 1:1 intervention, small group intervention, skills for life/wellbeing programmes, circle of friends.</p>	
<p>Low need</p>	<p>General support E.g. FSW, class teacher/TA, wellbeing clinic</p>	

9.0 Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Behaviour SNAP
- Analysing behaviour, exclusions, visits to the medical room/school nurse, attendance and sanctions.
- Using CPOMs to record any concerns so they can be triaged by Pastoral team
- Staff report concerns about individual children to the relevant lead persons.
- Worry boxes around school for children to raise concerns which are checked by FSW
- Regular meetings for staff to raise concerns (part of staff meetings where appropriate)
- A parental information and health questionnaire on entry to the School.
- Gathering information from a previous school at transfer.
- Parental meetings in EYFS.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

All staff at Larkholme Primary school have had training in attachment and trauma and signs that might mean a pupil is experiencing mental health problems. Any member of staff concerned about a pupil will take this seriously and talk to the Mental Health Lead or the SENDCO.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Wearing long sleeves in hot weather.
- Drugs or alcohol misuse.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, might appear as non compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

10.0 Targeted support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We work closely with external agencies in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working closely with Lancashire CAMHS and other agencies services to follow various protocols including assessment and referral;
- Identifying and assessing in line with the Early Help Assessment (EHA), children who are showing early signs of anxiety, emotional distress, or behavioural problems;
- Discussing options for tackling these problems with the child and their parents/carers.
- Providing a range of interventions that have been proven to be effective, According to the child's needs;
- Ensure young people have access to pastoral care and support, as well as specialist services, including CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality;
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

11.0 Managing disclosures

If a student 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 should be recorded confidentially on the student's personal file, including:

- Date
- Name of member of staff to whom the disclosure was made
- Nature of the disclosure & main points from the conversation
- Agreed next steps

This information will be shared with Mrs Rebecca Sims (senior Mental Health Lead) via CPOMs or in person to any DSL if the situation is urgent

12.0 Confidentiality

If a member of staff feels it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will be first discussed with the student. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained from the student first, however, there may be instances when information must be shared, such as students up to the age of 16 who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents must always be informed, but students may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/carers.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

13.0 Whole school approach

13.1 Working with parents/carers

If it is deemed appropriate to inform parents there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – students, staff, parents etc.?

- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agree are added to CPOMs.

13.2 Supporting parents

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

14.0 Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the student who is suffering 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 needs help (e.g. signs of relapse)

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

15.0 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 to enable them to keep students safe. A nominated member of staff will receive professional Mental Health First Aid training or equivalent.

Information can be found the Lancashire School Portal.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more students.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with ***Mrs Rebecca Sims*** who can also highlight sources of relevant training and support for individuals as needed.

16.0 Policy Review

This policy will be reviewed every two years as a minimum. The next review date is **September 25**

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Mrs Rebecca Sims (DSL and Senior Mental Health Lead)

Any personnel changes will be implemented immediately.

Flowchart for support

In Class Support:

- Circle time
- Support Plans
- Consequence/reward systems
- Speaking to parents
- ~~Kidzoku~~
- Daily time with TA/teacher
- Daily meet and greet with familiar member of staff
- Group activities to encourage social skills
- OAL

All concerns/incidents to be logged on CPOMS. CPOMS will be monitored by CG, RS and NM. If concerns/incidents continue, may move to school level support. ELSA assessment to be completed by class teacher if additional support is required.



In school support (6-8 weeks, following ELSA assessment)

- Call to parent/carer with concerns
- Stage one Pastoral interventions– Emotions, Anger, Behaviour, Social Skills, Transition, Friendship

If after 6-8 weeks, no improvement is seen then a SNAP assessment will be completed by FLM and parents, then a further 6-8 week intervention will be agreed. Parent/carer informed.

- Play therapy
- Anxiety workbook
- Video Journals
- Three islands
- Self care (Anna Freud)
- Coping toolbox
- Volcano in my tummy
- Big feelings come and go

After 6-8 weeks, parent and FLM complete SNAP assessment again. A referral to an outside agency may be considered.



Outside Agency Support for the individual:

- New Start (Family intervention, counselling, parent and child support. Can be bought in, or accessed through EHA).
- Counselling in the community (Counselling)
- UR Potential (Aged 10+, community groups, wellbeing support)
- Trinity Hospice (Respite support)
- Osborne Trust (Cancer services support)
- The Den (Domestic Abuse support)
- Fylde Coast Women's Aid (9+, work on healthy relationships and respect)
- Children's Society (Support for mental health, young carers, and those at risk of grooming)
- ~~Headstart~~ (Mental health support, group or individual work)
- Stepping Stones

An Early Help Assessment may be considered at this stage to identify areas of required support for the child/family.

Outside Agency Support for the family:

- ADHD Northwest (ADHD support for individuals and families)
- Aiming higher (Family support for families with disabled children)
- Lancashire Mind (Working alongside school to support mental health issues).
- Young Carers (support for young carers who provide regular care to a family member)
- ~~Homestart~~ (Supporting families in the home)
- Mustard Seed (support for issues around homelessness and unemployment)
- Fleetwood Pantry (Food Bank)
- Dad Matters (Support for Dad's- positive relationships, wellbeing and mental health)
- Key (Crisis support for families and some ~~availability~~ for counselling age 4-18).
- Thrive MDT

A Multi agency approach may be needed, and appropriate referrals will then be made.



Multi-Agency Support:

- CAMHS (Moderate to severe mental health problems, aged 5-18)
- CASHIER (Mental health clinics at BVH, Mental health support groups age 10-16.)
- CANW (1-1 support, play therapy, CBT and Family support)
- CSC (Support for children/families who have a disability, need support to maintain health, are fostered or adopted)
- CFWBS (Support for individuals, or families, parenting advice, groups, specialist support)
- CCATS (Psychological assessment and therapy)
- MASP (for children and families at risk of criminal exploitation)

Well Being at Larkholme

In School

Our integrated PSHE curriculum supports children's understanding of how their brains work to affect their thoughts, feelings and behaviours. Giving them strategies to help them manage and grow.



We offer nurture groups and 1-2-1 sessions for children who need some additional support in areas like: improving self esteem, managing feelings and supporting friendship groups.



Our bespoke outdoor learning curriculum has been designed to allow our children to develop confidence, self esteem and independence.



Being outside is proven to improve well being.



Pupil voice is collected through the school council.

Our pastoral team helps to monitor pupil, staff and parent well being and will offer support. Alternatively, parents can speak with a member of the team.



Parent and child sessions- run every half term and give families a glimpse into the curriculum.

Additional funding allows us to commission counselling for pupils with an identified need.

School Links



We work closely with Fleetwood Town who are running a transition program for Year 6 called Headstart.

Every 6 weeks we hold a well being clinic which is attended by a member of CFWBS. Parents can book a meeting slot through the pastoral team.



SHINE is a mental health service run by the NHS. Pupils are referred in by school based on identified need.

An early help assessment can be completed to support families.



External Links

CAMHS
PROFESSIONALS

NHS Social Prescribing



CASHER

The Child & Adolescent Support & Help Enhanced Response Team

MASP
Homestart
Triple P
Den
Freedom Flowers

