**Crofton Junior School**



**Mental Health & Wellbeing Policy (Pupils)**

Reviewed: October 2022

To be reviewed: October 2023

**PSHE (Personal, Social, Health Education) Policy**

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This policy was written in consultation with staff, pupils, parents and professionals involved in mental health and wellbeing.

**Policy Statement**

At Crofton Junior 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 each 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 everybody’s business and that we all have a role to play.

**Definition of Mental Health and Wellbeing**

We use the World Health Organisation’s definition of mental health and wellbeing “a state of well-being 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”.

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

* feel confident in themselves
* be able to express a range of emotions appropriately
* be able to make and maintain positive relationships with others
* cope with the stresses of everyday life
* manage times of stress and be able to deal with change
* learn and achieve.

At our school we:

* help children to understand their emotions and feelings better
* help children feel comfortable sharing any 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 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
* 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.

**Scope**

This policy should be read in conjunction with our Medical policy and our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour for Learning, Anti-bullying, E-Safety and PSHE (including Relationships, Health and Sex Education (RHSE)). It should also sit alongside safeguarding and child protection procedures.

**Lead Members of Staff**

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

* Mr P Birdsall – Senior Designated Safeguarding Lead
* Mrs H Webster – Designated Safeguarding Lead
* Mis K Watson – Designated Safeguarding Lead
* Mrs M Charles – Designated Safeguarding Lead & Learning Support Mentor
* Miss J Walker – Designated Safeguarding Lead & Special Educational Needs or Disabilities Co-ordinator (SENDCO)
* Mrs F Henwood – Mental Health and Wellbeing Lead
* Mr I Hadley & Mrs R Hunter – Safeguarding & Pupil Welfare Governors

Crofton Junior School’s Mental Health Team will meet on a regular basis to share relevant information and ensure a cohesive approach. This team consists of:

* Mrs F Henwood – Mental Health and Wellbeing Lead
* Mrs M Charles – Designated Safeguarding Lead & Learning Support Mentor
* Miss J Walker – Designated Safeguarding Lead & Special Educational Needs or Disabilities Co-ordinator (SENDCO)

**Supporting Children’s Mental Health and Wellbeing**

We believe the School has a key role in promoting children’s 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.
* Mental Health Action Group (MHAG) – children from each year group are nominated to work together alongside key members of staff to raise the profile of positive mental health in school and provide support to their peers.
* Mental Health Champions – children in Year 6 have been trained to support their younger peers in school.

*Transition programmes:*

* Transition Programme to secondary schools which includes all Year 6 children to support a smooth transition to secondary school.
* An extended transition programme for vulnerable pupils.

*Class activities*:

* Worry boxes - children can anonymously share worries or concerns in class
* Weekly Jigsaw (PSHE) lessons which are designed to encourage a focus on mental health and wellbeing (e.g. breathing and meditation)

*Whole school:*

* Mental Health & Wellbeing week – whole school focus on our mental health and how and where to seek support
* Displays and information around the School about positive mental health and where to go for help and support
* Training, CPD and support on mental health and wellbeing

*Small group activities:*

* Small social interaction groups
* 1:1 support interventions with the Learning Mentor
* Referrals to Future in Mind support service or the Mental Health Support Team for small group or 1:1 interventions
* CAMHS following a self or school-based referral

**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 developmental PSHE curriculum, which is taught using the Jigsaw scheme of work. Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. A specific unit (Healthy Me) is also focussed on the emotional and mental health of our students. An Ask It Basket and Worry Box is also provided to each classroom to allow the students to share and questions or worries they may have and allow staff to support them with these. Worries shared in Worry Boxes are addressed throughout the week by our Learning Mentor.

*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, year groups 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

**Targeted Support**

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

* Managing feelings resources e.g. ‘worry boxes’
* Managing emotions resources such as ‘the incredible 5-point scale’
* Individual or small group work supported by the Learning Mentor
* Therapeutic activities including art, Lego and relaxation and mindfulness techniques
* Referrals to Future in Mind (Young People and Adolescent Mental Health Service) or the Mental Health Support Team (MHST)

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

* Emotional Literacy Checklists: for pupils, teachers and parents
* Setting, Trigger, Action, Response (STAR) form: to identify motivators and reinforcers to behaviours

**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**

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:

* Emotional Literacy Checklists: for pupils, teachers and parents
* Analysing behaviour, exclusions, visits to the medical room/school nurse, attendance and sanctions
* Staff report concerns about individual children to the relevant lead persons
* Worry boxes in each class for children to raise concerns which are checked by the Learning Mentor regularly
* Pupil Progress Review meetings termly
* Weekly staff meetings for staff to raise concerns
* Gathering information from a previous school at transfer
* 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 Crofton Junior School have had training on the protective and risk factors (e.g. Adverse Childhood Experiences (ACEs), types of mental health needs 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
* Decline in 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 (NOTE: currently school only change for swimming in Year 4)
* 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. If there is a concern that a pupil is in danger of immediate harm then the School’s child safeguarding procedures are followed. If there is a medical emergency then the School’s procedures for medical emergencies are followed.

 **Disclosures by Children and Confidentiality**

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that they will not keep secrets and that the concern will be shared with the Mental Health Lead or the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.

All disclosures are recorded and held on the pupil’s confidential file on CPOMS (electronic pupil record), including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps. Any disclosures that reveal the child to be at risk of harm will be reported in line with the safeguarding procedures.

**Assessment, Interventions and Support**

All concerns are reported to the Mental Health Lead and recorded. We then implement our assessment system, which is based on levels of need to ensure that children get the support they need, either from within the School or from an external specialist service.

Our aim is to put in place interventions as early as possible to prevent problems escalating.

Need

The level of need and support will be determined through the ‘Pathway for children identified as ‘at risk’ of mental health and wellbeing concerns’ (appendix 1).

The pathway will be followed for each child; however, each case will be discussed with the Mental Health Support Team (Mental Health and Wellbeing Lead, Learning Support Mentor and SENDCO) before a final decision is made on the level of support needed.

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 courses provided by the Mental Health Support Team or the Family Hub
* Ensure that all parents are aware of who to talk to and how to access support, if they have concerns about their child
* Make our Mental Health and 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 extending and exploring this learning at home.

Working with other 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
* CAMHS (child and adolescent mental health service)
* The Butterflies Family Hub (Normanton)
* Education Mental Health Support Team
* Future in Mind

As a minimum, all staff will receive annual training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe. Additional CPD will be supported throughout the year where it becomes appropriate (e.g. due to developing situations with one or more pupils where further support for the staff member might be needed).

Specialist Support

In some case a pupil’s mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders. We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the child’s Individual Care Plan.

School referrals to a specialist service will be made by the Mental Health and Wellbeing Lead or the SENDCO following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil’s specific needs.

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| **Main Specialist Service** | **Referral process** |
| Child and Adolescent Mental Health Service (CAMHS) | Accessed through school, GP or self-referral |
| Future in Mind (FiM) & Education Mental Health Support Team (MAHST) | Accessed through the Mental Health Lead or SENDCO |
| Educational Psychologist | Accessed through the Mental Health Lead or SENDCO |
| Butterflies Family Hub (Normanton) | Accessed through school or self-referral |

**Monitoring and Evaluation**

The Mental Health and Wellbeing Policy is available on the school website. All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our mental health work.

The policy is monitored at an annual review meeting led by the Mental Health and Wellbeing Lead and involves staff with a responsibility for mental health, including specialist services supporting the school and governors.

Appendix 1:

**Child identified as being ‘at risk’ of mental health or wellbeing difficulties.**

Identified by parent, teacher or another adult closely involved with the child’s wellbeing (e.g. external agency).

If concerns relate to the child’s immediate safety, safeguarding procedures with be followed and will override this pathway.

**Appendix 1: Pathway for child identified as ‘at risk’ of mental health and wellbeing difficulties.**

**Teacher to collect information/data about the child identified.**

* Complete Emotional Literacy (EL) Checklists (child and teacher checklists to be completed in all cases. Case-by-case for parent checklist).
* Teacher to complete Mental Health & Wellbeing Concern Form, to include:
	+ - Background information of child
		- Person who raised child as a concern
		- Current concerns
		- Skills/competencies that child already possesses
		- Exceptions to behaviours (e.g. environmental factors)

**Teacher to score checklists.**

**Form, checklists and score sheet passed to Mental Health & Wellbeing Lead.**

**Average:/ Above Average/ Well Above Average Emotional Literacy**

No further action required.

Continue to monitor for any changes in behaviours or circumstances.

Start pathway again if new concerns raised.

**Below Average Emotional Literacy:**

Referred to Learning Mentor for intervention (matched to areas of need).

Teacher to be provided with actions for classroom.

**Well Below Average Emotional Literacy:**

Referred to Learning Mentor for intervention (matched to areas of need).

May need further intervention with Future in Mind (FiM) or Mental Health Support Team (MHST). Parental permission will be sought at this stage.

A referral to CAMHS may be appropriate.

Teacher to be provided with actions for classroom.

**Mental Health Lead** to interpret score sheet using banding tables (nationally representative sample used for comparison). In liaison and agreement with Mental Health Team, child will follow one of the pathways below.

**Notes**: parents will be notified if their child has been identified as needing a specific intervention for a mental health or wellbeing need. Interventions will take place over 6 weeks and the Emotional Literacy checklists will be completed again at the end of this period as a form of evaluation. If the child has further need, the Mental Health Team in school will decide on next steps and inform parents. If the child has made progress, they will continue to be monitored for the next six weeks to ensure their wellbeing continues.