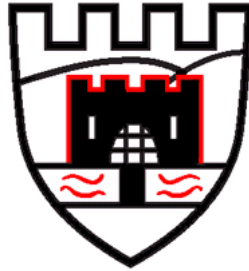


Castle Camps C. of E. (V.C.) Primary School



Policy for Children's Mental Health & Well-Being

**Date Approved by the Governing Body:
23rd September 2024**

Date for Review: September 2025

Children's Mental Health and Wellbeing Policy

Policy Statement

At Castle Camps, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers).

We have a supportive and caring ethos, underpinned by our Christian values, and our approach is respectful and kind, where each individual and their contribution is valued.

We endeavour to ensure that children are able to manage times of change and stress and aim to ensure that they are supported to reach their potential or to access help when they need it.

We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

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.

Teaching children about mental health:

At Castle Camps we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising. We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being.
- Following a therapeutic, restorative approach to behaviour management.
- Helping children socially, to form and maintain relationships.
- Helping children to feel comfortable about sharing any concerns or worries.
- Teaching children emotional skills and an awareness of mental health so that they understand their emotions and feelings better – including through our PSHE curriculum and daily Collective Worship.
- Promoting self-esteem and ensuring children understand their importance in the world.
- Helping children to be resilient learners and to manage setbacks.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills.
- Developing an open culture where it's normal to talk about mental health.

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.
- Enabling access to appropriate support.
- PSHE for all year groups

Universal, whole school approaches may include:

- Reception and Year 6 Buddy System
- Year 6 Play Leaders – support play and social skills at break and lunch times
- Year 5/6 Peer Mediators – trained and work on a rota to support conflict resolution
- Staff are trained in Cambridgeshire Therapeutic Thinking, which underpins our whole school behaviour policy
- House point reward system
- Sharing positive news with families/community via the Newsletter, website and facebook page where appropriate.
- Recognising achievements in Collective Worship and in individual classes, certificates, Golden Book awards (teacher and pupil nominated, linked to school values)
- Class responsibilities/monitors
- Morning Helpers – on front playground to support younger pupils to come into school positively.
- Class worry boxes and suggestion boxes.
- Class school council representatives.
- House Captains.
- PSHE curriculum for all year groups.
- Whole school events (often supporting National events)– such as children’s mental health week, Anti-bullying week, Internet safety, House Team themed rotation days (eg Art, Wellbeing), celebrations for significant events (eg Coronation Tea Party)
- Visitors into school (eg BMX day)
- Building a selection of up to date resources (eg proceeds from second hand book sale funded a set of new books about mental wellbeing/emotional literacy and have been rotated around the classes for all children to access)
- Wellbeing Action Group (staff, parents) to meet termly to review ideas.

Targeted approaches for individuals may include:

- An individual Hand of Friendship identifying the staff and pupils they feel confident in speaking to about worries.
- A one page profile compiled in collaboration with the pupil to ensure that all staff are aware of how to support the child.
- Differentiated arrangements for arrival in school – according to need (eg through the front office instead of the main gate, met by a member of staff, time in the library or study room).
- Individual/small group social skills/self-esteem/emotional literacy programme (eg interventions such as Lego Therapy, emotions work, Gilly the Giraffe programme, Spirals)
- Emotions check in charts/notebooks
- Managing emotions – eg Incredible 5 Point Scale
- Sensory Circuits.
- Anxiety mapping/Risk Management Plans in line with Behaviour policy and Cambridge Therapeutic Thinking.
- Individual job/responsibility.
- Personalised curriculum.

- EIFA (early intervention family advisor) 1:1 drop in sessions, themed parent workshops
- Parent workshops eg eSafety

Specialised support may include:

- Staff to consult with parents/carers (Class teacher in the first instance, or member of SLT SENCo/Mental Health Lead).
- SENCo/Mental Health Lead online consultation with Emotional Health and Wellbeing Service.
- Following advice from EHWS, referrals may be made via YouNited for children's wellbeing practitioners/therapy/CAMHS.
- Advice may also be sought from EIFA Naomi Shepherd (Early intervention family advisor) who may work with families or signposts to various courses.
- Family Support Worker (via EHA – Early Help Assessment)
- Advice from SEND Services

Monitoring the mental health and wellbeing of pupils:

Staff may use information such as:

- Pupil surveys and class feedback discussions
- SDQ – strengths and difficulties questionnaire
- Attendance/punctuality data
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Health indicators

Early indication and warning signs:

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health. Staff may also become aware of warning signs which indicate a pupil 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 communicate their concerns with the designated child protection and safeguarding officer and the mental health lead as appropriate.

Possible warning signs include:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking 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 and carers:

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be shared with the Mental Health Lead where appropriate.

To support parents and carers we will:

- Ensure open communication between staff and parents. Parents can make appointments via the school office.
- Provide information online on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.
- Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing.

Staff roles and responsibilities:

Whilst all staff have a responsibility to promote the mental health of students, our designated Mental Health Lead is Mrs Claire Evans (SENCo)

Mental Health Link Governor –

Designated Safeguarding Lead – Miss A O'Connor (Headteacher)

Deputy Safeguarding Lead – Mrs L French (Deputy headteacher)

Our Mental Health Lead:

- Works with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Works with the PSHE leader re: teaching about mental health.
- Provides advice and support to staff and organises training and updates.
- Liaises with mental health services and makes individual referrals to them.

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 enable them to keep pupils safe. The OAP Toolkit (Ordinarily Available Provision) website has links to further information and resources: <https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/send-oap-toolkit>

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 to developing situations with one or more pupils.

Links to other policies :

This policy links to our Child Protection Policy, Anti Bullying, SEND Information, Inclusion Policy, Staff Wellbeing Policy and our Behaviour Policy.

Monitoring and evaluation:

The Mental Health and Wellbeing Policy will be published on the school website - hard copies are available on request. The policy will be reviewed annually.

February 2024