



Elton Primary School and Nursery

Mental Health and Emotional Wellbeing Policy

In our school, the wellbeing and education of all our children comes first

Full Governors	Summer 2024
Review	Summer 2026

Policy Statement

At Elton Primary School and Nursery good mental health and emotional well-being are at the centre of our ethos. School should be a place where children are nurtured and supported and where we help them to develop self-esteem and resilience. We have many effective strategies in place throughout school which promote good mental health and emotional well-being. We recognise mental health issues quickly and provide timely, bespoke intervention. We support staff, governors, children and their families. We do this by having a designated and fully trained whole school mental health lead and by having a fulltime Learning Mentor available every day for children, parents and staff. The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

This policy aims to:

- promote positive mental health in all staff and pupils;
- increase understanding and awareness of common mental health issues;
- alert staff to early warning signs of mental ill health;
- provide support to staff working with young people with mental health issues; and
- provide support to pupils and their peers and parents/carers suffering mental ill health.

Lead Members of staff

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

- **Whole School Mental Health and Behaviour Lead and SENDCo-** Samantha Higginson
- **Learning Mentor, ELSA and Mental Health First Aider-** Toni Deakin
- **Designated Safeguarding Leader, Head Teacher-** Kevin Manning
- **Deputy Designated Safeguarding Lead-** Lian Roberts

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the mental health lead in the first instance. Where a referral to CAMHS is appropriate, this will be led and managed by the SENDCo. If there is a fear that the child is in danger of immediate harm, then the normal child protection procedures should be followed.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989

This policy has been created with regard to the following DfE guidance:

- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2016) 'Counselling in schools: a blueprint for the future'
- DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25'

This policy also has due regard to the school's policies including, but not limited to, the following:

- Safeguarding Policy
- SEND Policy
- Behaviour for Learning Policy
- Equality Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Staff Code of Conduct
- Medicine Policy
- Relationships and Health Educational Policy

Definition of Mental Health

We use the World Health Organisation's definition of mental health and wellbeing:

- *Mental health is a state of well-being in which an individual can realize his or her own potential, cope with the normal stresses of life, work productively and make a contribution to the community.*

As highlighted by the Public Health of England, mental wellbeing is not just the absence of mental illness. At Elton Primary School and Nursery we want all of our children and young people to be:

- confident in themselves;
- able to express a range of emotions appropriately;
- be able to make and maintain positive relationships with others;
- able to cope with stresses of everyday life;
- able to manage times of stress and be able to deal with change;
- able to learn and achieve; and
- with these foundations in place, be able to 'love life, love learning and always aim high'.

Strengthening mental health promotion, Fact sheet No 220, WHO, 2001

Public Health England, Measuring and monitoring children and young people's mental wellbeing: a toolkit for schools and colleges

Our Offer

All pupils at Elton Primary School and Nursery have the right to learn and understand their mental health and because of this we offer a universal approach in supporting pupils to learn and understand mental health.

Universal Support:

- The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our Relationships and Health Educational curriculum which has been mapped out across the school.
- Campaigns and assemblies are mapped out across the year to raise awareness of mental health (World Mental Health Day, Children's Mental Health Week, etc).
- Opportunities to discuss and share opinions on personal, local and global topics is provided through weekly Philosophy for Children sessions, which all teachers and HLTAs are fully trained in.
- Throughout the year, MyHappyMind our mental health scheme is delivered to support children.
- Transition meetings and activities with high schools are held and the schools/key staff are invited in to meet the children.
- Class teachers meet with their forthcoming class in the summer term ahead of the internal yearly transitions.
- Links to support are highlighted on our website and information is shared throughout the year via our school Twitter account.
- Mental Health Support Team assemblies on relevant topics/ issues.
- Access to seek support and advice from the school's Happiness Heroes.

At Elton Primary School and Nursery, we also know that sometimes mental health requires additional support, this could be targeted - additional support offered to support mental health for identified pupils, or groups of pupils, or specialist - additional interventions by a trained professional following individual assessments.

Targeted Support

When the universal approach has not met the needs of a pupils and they require more personalised intervention, at Elton Primary School and Nursery we can offer arrange of interventions including, but not limited to:

- Regular Class Teacher or TA check-ins
- Meetings with key members of staff and/or parents
- Informal check-ins with the Learning Mentor/ ELSA
- Regular interventions with the Learning Mentor/ELSA either 1:1 or small group- Drawing & Talking Therapy, Lego Therapy, Mental Health First Aid, ELSA, bereavement support, to name but a few.
- Class buddy/ Happiness Hero systems
- Support from the SENDCo/ Mental Health Lead
- Passion for Learning
- Access to mental health apps (Appendix 1)
- One Page Profiles
- Signposts to relevant websites and resources (Appendix 2)

Specialist Support:

Referrals can be made to outside agency support when needed these may include, but is not limited to:

- Mental Health Support Team (MHST)
- CAMHs
- Bereavement Charities such as Winston's Wish
- Education Access Team
- School Nurse

Also see Appendix 3 for a one-page overview of our support, which is shared on our website and with staff.

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 get about this, if they have concerns about their child.
- make our emotional wellbeing and mental health 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 RSE and share ideas for extending and exploring this learning at home.
- maintain an 'open door' policy with contact details being available on the school website and our Learning Mentor being visible and available on the playground daily.

Accessing Targeted and specialist Support

All concerns are reported to the Mental Health Lead and recorded. We do not delay in putting support in place. We follow a graduated approach:

- An assessment is carried out to establish a clear analysis of the pupil's behaviour.
- A plan is set out to support the pupil.
- Action is implemented to provide the support.
- Regular reviews are held to assess the effectiveness of the provision and implement changes where necessary.
- Parents will be contacted to discuss their child's need and will be offered information and support to implement at home. Pre- and post-intervention evaluations (Appendix 4 and 5) will be completed by the parent and child to review effectiveness in addition to the school review meetings.
- The Mental Health Team hold half-termly review meetings to assess the interventions and map out support for those pupils highlighted with mental health and emotional well-being concerns, even if a child has progressed and no longer needs support the team will review all pupils half-termly to ensure no children slip through the radar.

Identification

The school is committed to identifying pupils with mental health and emotional wellbeing difficulties at the earliest stage possible. All staff have had training on the protective and risk factors (Appendix 6), and signs that might mean a pupil is experiencing mental health problems.

The signs of such difficulties may include, but are not limited to, the following list:

- persistent low-mood or lack of motivation
- not enjoying things they used to like doing
- becoming withdrawn and spending less time with friends and family
- experiencing low self-esteem or feeling like they are 'worthless'
- feeling tearful, upset or angry regularly
- changes in eating or sleeping habits
- feeling nervous or 'on edge' a lot of the time
- suffering panic attacks
- Physical signs of harm that are repeated or appear non-accidental
- 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
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the Mental Health Lead. If there is a concern that a pupil is in danger of immediate harm, then the school's safeguarding procedures are followed.

Roles and Responsibilities

All staff

- **All** staff at Elton Primary School and Nursery have a responsibility to promote mental health and to understand about protective and risk factors for mental health. It is the responsibility of **all** staff members to record any concerns on CPOMs and inform the Mental Health Lead.

The school's Mental Health Team (Mental Health Lead and Learning Mentor):

- lead on and works with other staff to coordinate whole school activities to promote positive mental health
- provide advice and support to staff and organises training
- keep staff up-to-date with information about what support is available
- liaise with the RHE Leader on teaching about mental health
- are the first point of contact and communicate with mental health services
- lead on and makes referrals to services
- hold half-termly meetings to review mental health interventions and cases
- update the school website and collates signposting materials

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 students safe. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue. Training opportunities for staff who require more in-depth knowledge will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils. In house training will be provided throughout the year from the Mental Health Lead and Learning Mentor, who will be provided training opportunities to ensure their knowledge and skills stay relevant, in order to support our pupils and staff.

Managing Information and Confidentiality

We recognise how important it is that staff are calm, supportive and non-judgmental to pupils who verbally disclose a mental health concern about themselves or a friend. The emotional and physical safety of pupils is paramount, and staff listen rather than advise. Staff are clear to pupils that the concern will be shared with the Mental Health Lead and recorded using CPOMs in order to provide appropriate support to the pupil.

All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Appendix 1

Mental Health Support Apps for Children

Calm for kids – Meditation exercises and bedtime stories

Chill Panda – Breathing techniques to help children relax, worry less and feel better

DreamyKid – Meditation, guided visualisation and affirmations, for a happier life.

eQuoo – Adventure games designed by psychologists to help increase emotional fitness.

Breathe, Think, Do- with Sesame for children 2-5yrs to learn to deal with frustrating situations, by helping a Sesame Street character calm down and solve everyday challenges.

Headspace for Kids – Children 5-12yrs and parents can play fun activities to teach mindfulness.

Mind Moose. – Children 7-12 yrs. Learn about Mental Wellbeing, understanding yourself and help to improve relationships with others.

Positive Penguins – Interactive journey to understand that feelings arise from thinking. Challenge negative thoughts successfully.

Bereavement Apps

Apart of Me – App for Children

Grief – Support for young People

Appendix 2

School website:

- [Emotional Literacy Support](#)
- [SEND and Mental Health Support](#)

Other websites:

- My Happy Mind- [Get free access to the Parent Kit \(kartra.com\)](#)
- MindEd for Families – <https://mindedforfamilies.org.uk/>
- Anna Freud - <https://www.annafreud.org/coronavirus-support/support-for-early-years/>
- Bereavement Network- <https://childhoodbereavementnetwork.org.uk/if-you-need-help-around-death>
- Local Offer- <https://www.livewell.cheshirewestandchester.gov.uk/>
- My Mind- www.mymind.org.uk (support for Mental Health and Wellbeing)
- Every Mind Matters - <https://www.nhs.uk/> (support for those feeling stressed, anxious, low or struggling to sleep)
- Calm- <https://www.calm.com/> (take a deep breath. Keep calm sleep better)
- Kind to your Mind – <https://www.livewell.cheshirewestandchester.gov.uk> (Helps support Mental Wellbeing)
- Samaritans – www.samaritans.org
- Kooth – www.kooth.com (online anonymous counselling)
- No Panic – www.nopanic.org.uk (A registered charity that helps supports those living with Panic Attacks, Phobias, Obsessive Compulsive Disorders, and other anxiety disorders.)
- Mind – <https://www.mind.org.uk> (help to support anger which can have negative impacts on your overall mental and physical health)
- Healthbox - <https://www.healthbocic.com> (providing health and wellbeing services to local communities)

- Riprap: <http://www.riprap.org.uk> (support for a parent/carer who has cancer)
- Action for Prisoners' Families- www.prisonersfamilies.org.uk

Websites for Children

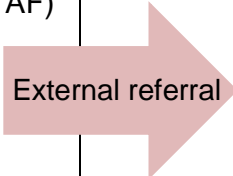
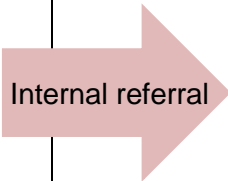
- Childline – www.childline.org.uk Tel: 0800 1111 [Bereavement Support](#)
- Reflect Children's Bereavement Service – <https://hospiceofthegoodshepherd.com>
- Child Bereavement UK – www.childbereavementuk.org Tel: 0800 02 888 40

Bereavement Support

- Hospice of the Good Shepherd: <http://www.hospiceofthegoodshepherd.com>
- Reflect Children's Bereavement Service – <https://hospiceofthegoodshepherd.com>
- Child Bereavement UK – www.childbereavementuk.org Tel: 0800 02 888 40
- Winston's Wish – www.winstonswish.org.uk Tel: 08452 03 04 05
- Cruse Bereavement – <http://cruse.org.uk> Tel: 0844 477 9400
- Elsie Ever After – <https://www.elsieeverafter.org>

• **Appendix 3**

<ul style="list-style-type: none"> • Universal Support 	<ul style="list-style-type: none"> • Targeted Support 	<ul style="list-style-type: none"> • Specialist Support • External Agency Support
<ul style="list-style-type: none"> • RHE Curriculum • MyHappyMind • Happiness Heroes • P4C • World Mental Health campaigns • Mental health assemblies • Attendance rewards and achievements • Positive behaviour support- rewards and recognition • Phone calls to parents • Open door policy to Learning Mentor • Learning Mentor visible on the playground • Links and support on the website • Attendance calls/ letters • Trauma informed practice implemented by staff • School Council • Adults visible and accessible throughout the day • Class teacher emails • Transition lessons and meetings • Staff training to ensure support is available 	<ul style="list-style-type: none"> • Support from Learning Mentor/ ELSA- Lego Therapy, Drawing and Talking Therapy, Bereavement support, Anger Management, Next Steps, self-esteem, Mental Health first aid, check-ins, meetings, etc. • Support from Key Stage lead- praise/reward systems, check-ins, meetings, etc. • Support from attendance lead- letters and calls home, reasonable adjustments, home visits, meet parents, rewards, etc. • Support from the Behaviour Lead- behaviour chart, check-ins, parental meetings, behaviour contract, behaviour plan, etc. • Support from the SENDCo- 1:1 meetings, check-ins, SEN Assessments, reasonable adjustments, SEND Profile, etc. • Setup a Team Around the Family (TAF) • Our Ways of Working Approach 	<ul style="list-style-type: none"> • Mental Health Support Team (MHST) • Child and Adolescent Mental Health Services (CAMHs) • Young Carers • School Nurse • Education Welfare Officer • Family Intervention Service • Social Care • Education Access Team • Educational Psychologist • Winston's Wish and other Bereavement charities • ADHD/ Autism Assessment • Social Care



Appendix 4 Pre-intervention Questionnaires

(The most appropriate questionnaire will be used.)

Pupil Assessment Questionnaire



Question	Pre- Assessment		Post- Assessmen		Difference
I feel happy					
I am a kind person					
I am a friendly person					
I am funny to be around					
I am helpful					
I am hardworking					
I am chatty					
I am confident					
I like coming to school					
I like playtimes					
I can ask for help if I need it					
I help my friends if they are sad					
I like it when adults praise me					
I like it when my friends praise me					
I can work well with others					
I can sort out arguments with my friends					
I can play well with others					
I can say how I feel					
I can control my temper when something annoys me					
I can say sorry if I have done something wrong					
I can talk about my worries					
I can calm myself down when I am worried					
I always tell the truth					

• Name		•				• Year Group		•			
Type of Intervention		•									
• STUDENT		• Entry Date:									
• How would you score how you feel at this current time? 1 is Extremely Poor / 10 is Excellent.											
• 1 2 3 4 5 6 7 8 9 10											
• What areas do you feel you are struggling with? Please score as 1 - Not at all / 10 - Often											
• Anxiety		• 1 2 3 4 5 6 7 8 9 10									
• Anger		• 1 2 3 4 5 6 7 8 9 10									
• Low Moods		• 1 2 3 4 5 6 7 8 9 10									
• Self-Esteem		• 1 2 3 4 5 6 7 8 9 10									
• Family Worries		• 1 2 3 4 5 6 7 8 9 10									
• Friendships / Peers		• 1 2 3 4 5 6 7 8 9 10									
• I would like support to help me:											
• PARENT		• Entry Date:									
• How would you score how you think your son/daughter feels at this current time?											
• Mark on the scale below, 1 is Extremely Poor, 10 is Excellent.											
• 1 2 3 4 5 6 7 8 9 10											
• What areas do you feel your child is struggling with? Please score as 1 - Not at all / 10 - Often											
• Anxiety		• 1 2 3 4 5 6 7 8 9 10									
• Anger		• 1 2 3 4 5 6 7 8 9 10									
• Low Moods		• 1 2 3 4 5 6 7 8 9 10									
• Self-Esteem		• 1 2 3 4 5 6 7 8 9 10									
• Family Worries		• 1 2 3 4 5 6 7 8 9 10									
• Friendships / Peers		• 1 2 3 4 5 6 7 8 9 10									
• What changes would you like to see in your son/daughter following support being given?											
• Did the parent return? YES NO											

• PROFESSIONAL		• Entry Date (after first session):									
• How does the young person present?											
• What appear to be the areas of concern?											
• What intervention will take place and what is the hoped outcome?											

Appendix 5 Post-intervention Questionnaire
(The most appropriate questionnaire will be used.)

STUDENT	Exit Date:
<p>How would you score how you feel at this current time? 1 is Extremely Poor / 10 is Excellent.</p> <p style="text-align: center;"> </p> <p style="text-align: center;"> 1 2 3 4 5 6 7 8 9 10 </p>	
<p>Are these areas something you are still struggling with? Please score as 1 - Not at all / 10 - Often</p>	
Anxiety	1 2 3 4 5 6 7 8 9 10
Anger	1 2 3 4 5 6 7 8 9 10
Low Moods	1 2 3 4 5 6 7 8 9 10
Self-Esteem	1 2 3 4 5 6 7 8 9 10
Family Worries	1 2 3 4 5 6 7 8 9 10
Friendships / Peers	1 2 3 4 5 6 7 8 9 10
<p>How has this intervention helped you?</p>	
<p>What didn't go so well (if anything)?</p>	
<p>What will you do differently after this intervention?</p>	

PARENT	Exit Date:
<p>How would you score how you think your son/daughter feels at this current time?</p> <p>Mark on the scale below, 1 is Extremely Poor, 10 is Excellent.</p> <p style="text-align: center;"> </p> <p style="text-align: center;"> 1 2 3 4 5 6 7 8 9 10 </p>	
<p>Are these areas something your child is still struggling with? Please score as 1 - Not at all / 10 - Often</p>	
Anxiety	1 2 3 4 5 6 7 8 9 10
Anger	1 2 3 4 5 6 7 8 9 10
Low Moods	1 2 3 4 5 6 7 8 9 10
Self-Esteem	1 2 3 4 5 6 7 8 9 10
Family Worries	1 2 3 4 5 6 7 8 9 10
Friendships / Peers	1 2 3 4 5 6 7 8 9 10
<p>Have you noticed any changes in your son/daughter since support has been accessed?</p>	
Did the parent return?	YES NO

PROFESSIONAL	Exit Date (after first session):
<p>How does the young person now present or what changes have been noted?</p>	
<p>Are any areas of concern still apparent?</p>	
<p>What impact / outcome do you feel there has been?</p>	

Pupil Assessment Questionnaire



Question	Pre- Assessment	Post- Assessmen	Difference
I feel happy			
I am a kind person			
I am a friendly person			
I am funny to be around			
I am helpful			
I am hardworking			
I am chatty			
I am confident			
I like coming to school			
I like playtimes			
I can ask for help if I need it			
I help my friends if they are sad			
I like it when adults praise me			
I like it when my friends praise me			
I can work well with others			
I can sort out arguments with my friends			
I can play well with others			
I can say how I feel			
I can control my temper when something annoys me			
I can say sorry if I have done something wrong			
I can talk about my worries			
I can calm myself down when I am worried			
I always tell the truth			

Appendix 6

Protective and Risk factors

	Risk factors	Protective factors
In the child	<ul style="list-style-type: none">• Genetic influences• Low IQ and learning disabilities• Specific development delay or neuro-diversity• Communication difficulties• Difficult temperament• Physical illness• Academic failure• Low self-esteem	<ul style="list-style-type: none">• Secure attachment experience• Outgoing temperament as an infant• Good communication skills, sociability• Being a planner and having a belief in control• Humour• A positive attitude• Experiences of success and achievement• Faith or spirituality• Capacity to reflect
In the family	<ul style="list-style-type: none">• Overt parental conflict including domestic violence• Family breakdown (including where children are taken into care or adopted)• Inconsistent or unclear discipline• Hostile and rejecting relationships• Failure to adapt to a child's changing needs• Physical, sexual, emotional abuse, or neglect• Parental psychiatric illness• Parental criminality, alcoholism or personality disorder• Death and loss – including loss of friendship	<ul style="list-style-type: none">• At least one good parent-child relationship (or one supportive adult)• Affection• Clear, consistent discipline• Support for education• Supportive long term relationship or the absence of severe discord

- *Department for Education, Mental health and behaviour in schools, November 2018*