Mental Health and Emotional Wellbeing Policy

Date Prepared: October 2022

Review date: November 2026 **Reviewed by:** Shannon Sullivan

Date to be reviewed: November 2028

Policy statement

At Thomas Eaton Primary Academy, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our life's physical health.

At Thomas Eaton, we endeavour to ensure that children are able to manage times of change and stress. We 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 what they can do to maintain a positive mental health, what effects 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.

Links to other policies

This policy links to our Child Protection Policy, Anti Bullying Policy, SEND Offer and our Behaviour Policy. It draws our whole school use of the Cambridgeshire Steps, a therapeutic approach to behaviour management that aims to use training and resources to understanding the causes of behaviours, rather than a focus on the behaviour themselves.

Teaching about mental health

At Thomas Eaton we take the 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, polices and behaviours that support mental health and resilience, which everyone understands.
- 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.
- Mental Health and PHSE for all year groups.
- Wellbeing week and access to information around the school
- Workshops for parents an carers.

Small Group Activities

- ELSA sessions
- Strategies to manage strong feelings, sensory box
- Lunch break.
- Children to be aware that they can drop in and see a designated adult if they are anxious or worried about a certain issue or situation.

Individual care plan

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, it is recommended that an individual care plan should be drawn up. The development of the plan should involve the pupil, the parents / carers and relevant professionals.

Suggested elements of the plan included:

- Details of the pupils situation / condition / diagnosis.
- Special requirements or strategies and necessary precautions.
- Medication and or any side effects.
- Who to contact in an emergency.
- The role of the school and specific staff.

Staff roles and responsibilities

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote this in and out of their classrooms.
All staff will have basic mental health and wellbeing training from Creative Education.
Supporting and promoting mental health and wellbeing of staff is an essential component of a healthy school. Staff are supported within school and have access to external support systems.
We believe that all staff have a responsibility to promote positive mental health and to understand the protective risk factors for mental health. Some children will require additional help, all staff should have the skills to identify warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.
Key staff supporting mental health at Thomas Eaton Primary Academy

Designated Safeguarding Lead – Nicola Webb
Deputy Safeguarding Lead – Shannon Sullivan, James Harfield & Anne Appleby
SENDCo – James Harfield
Named Mental Health Lead: Nicola Webb / Laura Webb
ELSA TA – Lisa Wren
Named mental Health Governor –

Our Mental Health Lead:

- Leads and works with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing
- Leads on PHSE teaching and advice on mental health
- Provides advice and support to staff and organises training.
- Is the first point of contact with mental health services and makes individual referrals to them.

Many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals.

Early identification

We aim to identify children with mental health needs as early as possible to prevent things from getting worse, we do this in different ways including:

- Teaching resources including: Cambridgeshire Steps Anxiety mapping and Roots and Fruits table and checklist.
- Changes in patterns may indicate warning signs indicating that a student is experiencing mental health or emotional wellbeing issues. Teaching and support staff are responsible for reporting concerns about individual children to designated adults in school.
  Attendance
  Punctuality
  Approach to learning

Physical indicators
Relationships
Negative behaviour patterns
Family circumstances
Recent bereavement
Health indicators
Possible warning signs
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.

Assessment, interventions and support.

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, class teachers and SEN to ensure the child gets support they need, either from within the school or from external specialist service, as quickly as possible.

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 cascade to the Mental Health Lead for assessment.

To support parents and carers we will:

- Organise workshops and presentations on mental health, anxiety, resilience and 5 steps to wellbeing.
- Provide information online via https://www.thomaseatonschool.co.uk 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 / carers informed about menta health topics taught in PHSE and share ideas for extending and exploring this at home.

When a concern has been raised, Thomas Eaton Primary Academy Mental Health Lead will:

- Contact parents / carers to discuss the outcome of any assessment (although there may be cases that parents / carers can not be involved in due to child protection issues)
- Discuss any relevant referrals to external agencies.
- Signpost parents / carers to further information or provide resources to take away.
- Create a chronology of actions and events.
- Agree mental health care and protection plan where appropriate including clear next steps.
- Discuss how parents can support their child through strategies or signpost to parent support groups.

Working with specialist services

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing. Your child may be referred to one of the following services for additional support.

- CAMHS
- Health Minds Peterborough
- Children's Services
- Therapists
- Family Support Workers
- Educational Psychology Services
- Counselling Services

Monitoring and evaluation

The mental health and wellbeing policy is on the school website and hard copies are available on request.