



Pupil Mental Health and Emotional Wellbeing Policy

Date Approved by Governing Body: 8th November 2021

Date to be reviewed: Autumn 2024

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

Intent

At Delamere School, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

Our vision, our values and our rights underpin all of our policies and the education we deliver. Article 3 of the United Nations Convention on the Rights of the Child states that: “The best interests of the child must be a top priority in all decisions that affect children”. This policy has been created to keep the children at Delamere School safe and happy.

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.

At our school we aim to:

- help children 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 are valued
- encourage children to be confident
- 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 pupils with opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing pupils with opportunities to reflect.
- Access to appropriate support that meets pupils’ needs

Implementation

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.

This policy should be read in conjunction with our Supporting Children with Medical Conditions policy in cases where pupils' mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE and SMSC policies. It should also sit alongside 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:

- Sally Judge – Headteacher & Designated Safeguarding Lead
- Barbara Telford – Deputy Headteacher & Designated Safeguarding Lead
- Elizabeth Johnson – Family Liaison Officer & Designated Safeguarding Lead
- Aimee Henderson - Emotional Literacy Support assistant -ELSA
- Fareed Baloch – Named Governor for Mental Health & Wellbeing.

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.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

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

- Circle time approaches or 'circle of friends' activities.
- Targeted use of Speak Out Stay Safe resources.
- Managing emotions resources such as Zones of Regulation
- ELSA support either with individual pupils or groups.
- Therapeutic activities including art, outdoor learning, Scrummy Crew, SmArty Crew, Lego Therapy, relaxation and mindfulness techniques, and spending time with animals such as Buddy (school therapy dog).

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

- o Transitional Mood Chart
- o High Concern Chart
- o Student Wellbeing Tracker

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

School staff may become aware of warning signs which indicate a student 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 or the emotional wellbeing lead as appropriate.

Possible warning signs include:

- Any change in usual behaviour patterns and attitude to learning.
- Becoming socially withdrawn
- Changes in activity and mood
- Changes in eating / sleeping habits
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Talking or joking about self-harm or suicide

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
- Ensure that all parents know who to talk to 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 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:

- o Delamere School nurses
- o Educational Psychology services
- o Paediatricians
- o CAMHS (child and adolescent mental health service)
- o Counselling services
- o Children with Additional Needs Social Services department

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.

Delamere School staff have access to Educare online learning courses which includes a course on Mental Wellbeing in Children.

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 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.

Impact

All children at Delamere School are supported in a holistic way to achieve their full potential.

This means that the staff at Delamere School pay as much attention to children's emotional health needs as their physical health and academic progress.