



Weston Village Primary School

## Children's Mental Health and Wellbeing Policy

Version 1.0

Staff/ Committee involved in development:	E Loveland and R Clifford-Ball
For use by:	All staff, supply teachers, agency staff and trainees
Policy relates to statutory/non-statutory guidance:	KCSiE 2023 Cheshire East All Age Mental Health Strategy
Key related policies:	Safeguarding Policy, PSHE and SMSC Policy, SEND Policy, Medical Policy, Behaviour Policy, Anti-Bullying Policy
Reviewed by:	Full Governing Board
To be reviewed in the light of operating experience and/or changes in legislation	

Presented to the governing board on 4<sup>th</sup> March 2024 and subsequently approved and adopted on the same date.

Carol White, Chair of Governors

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Policy Aims**

At Weston Village Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive, caring and nurturing ethos and we aim to work alongside our parents, carers and those significant in the lives of our pupils. Our approach is respectful and kind, where each individuals' contribution is valued.

At Weston Village Primary School, we know that everyone experiences life challenges that can make us vulnerable and, at times, anyone may need additional emotional support.

We believe that positive mental health is everybody's business and that we all have a role to play. We also recognise that emotional wellbeing directly impacts on our ability to learn and that you are never too young to talk about mental health (Anna Freud – booklet link here maybe).

## **The responsibilities of the school**

At our school we:

- promote a nurturing environment where all children feel safe, cared for and listened to;
- help children to understand their emotions and feelings;
- help children feel comfortable sharing any concerns or worries through using tools such as 'talk to TED';
- help children socially to form and maintain relationships;
- promote self-esteem and ensure children know that they count;
- encourage children to be confident and share the qualities that set them apart from others; and,
- 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;
- Facilitating and encouraging pupil voice and providing opportunities for pupils 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; and,
- accessing and signposting individuals to appropriate support that meets their needs.

We pursue our aims through:

- delivering universal, whole school approaches that promote positive mental health and wellbeing
- supporting pupils going through recent difficulties including bereavement.
- specialised, targeted approaches aimed at pupils with more complex or long-term difficulties

### **Links to other policies**

This policy should be read in conjunction with

- Children with Health Needs who cannot Attend School
- SEND and Inclusion Policy
- Behaviour Policy
- Anti-bullying Policy
- RSE Policy

### **Lead Members of Staff**

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

- Emma Loveland - Senior Mental Health Lead, Special Educational Needs Coordinator (SENCo) and Deputy Designated Safeguard Lead (DDSL)
- Thomas Cutts - Head Teacher, Designated Safeguard Lead (DSL), Staff Wellbeing Lead
- Hannah Woby - Emotional Literacy Support Assistant (ELSA)
- Maria McKenzie - Wellbeing Team
- Jacqueline Whittaker - Wellbeing Team
- Rebecca Clifford-Ball - Link governor

### **Delivery of Teaching and Raising Awareness of Positive Mental Health**

Weston Village Primary School adopts an inclusive and nurturing ethos based on Chris Quigley's 8 Secrets of Success. Adults seek to build trusting relationships with all children where they feel safe, cared for and listened to.

Weston Village Primary adapts positive behaviour management strategies which are used consistently throughout the school. The school has invested in CPD to support behaviour management and develop a culture of inclusivity. All staff support the concept of 'no decision about me without me' (DH, 2010) and have tools to capture pupil voice. Pupils have a clear voice in Weston and have various channels to feel heard including through ambassadorial roles, staff mentors and Talk to TED.

All the skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our PSHE and RSE curriculum. Emotional and mental health is also taught within the wider curriculum, including explicit links to Physical Education (PE) and Computing.

Weston Primary School recognises the importance of the inclusion of pupils in SEND, disadvantaged and vulnerable groups in the teaching of emotional and mental health.

The school environment promotes the importance of positive mental health through the use of displays, quality fiction and non-fiction texts and the wider environment. The assembly timetable is designed to reinforce and promote positive mental health, for example, covering topics such as how physical health links to positive mental health and expressing emotions.

### **Targeted support – School Interventions**

At Weston Village Primary School, we offer, where necessary, tailored and targeted support to individuals or groups of pupils which may include but are not limited to:

- Lunchtime enrichment clubs including LEGO therapy which is targeted to pupils with SEMH targets
- Managing emotions resources such as ‘the incredible 5-point scale’
- Regular check-ins with adults
- Meet and greet in the mornings
- Quiet, reflection spaces for children who require it
- Access to special connection objects where needed
- Planned and in some cases enhanced transition programme when a child is moving to a new class or school
- Use of visual support to reduce anxieties e.g. visual timetables and now and next boards
- Low distraction learning spaces for children who need them
- Use of screening and diagnostic tools to support intervention and tailored support for individual children.
- Access to ELSA support
- Access to mindfulness and resilience workshops
- ‘Next Step’ resource (NHS) to facilitate Goal Based Outcomes
- We value the views of parents and carers and encourage and maintain open communication surrounding pupil wellbeing and mental health this joined up approach helps us to maintain a consistent approach and deliver individualised support to the child.

Weston Village Primary School will make use of resources to assess and track wellbeing as appropriate including but not limited to:

- Strengths and Difficulties questionnaire
- Boxall Profile
- Emotional literacy scales

## **External Support**

At Weston Village Primary we use the Anna Freud Thrive Model to signpost key providers for mental health support in Cheshire East.

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurses
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- Therapists
- Educational psychology services
- Tertiary services (e.g. Visyon, MindEd, Young Minds, My Mind, Samaritans, Childline, Parent Talk)

## **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 go 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 PSHE and share ideas for extending and exploring this learning at home

## Identifying Need and Risk Factors

SLT update pupil vulnerability factors on a termly basis, of all pupils at Weston Village Primary School with the aim of identifying a range of possible vulnerabilities including but not limited to:

- Free School Meals (FSM) and Pupil Premium (PP)
- Emotional Based School Non-Attendance (ESBNA)
- Child Protection (CP), Child in Need (CiN), Early Help Assistant, Special Guardianship Order (SGO), Cared for Child (C4C) or previously C4C
- Young Carers

Through CPOMs, SLT and the Mental Health Team monitor potential risk factors pertaining to mental ill health in pupils at Weston. These include but are not limited to:

- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators
- Attendance
- Punctuality
- Relationships

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing difficulties. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated safeguarding lead, deputy designated safeguarding leads, SENCo or Senior Mental Health Lead. Staff work to develop and maintain open and clear communication with parents so, if necessary, concerns can be shared and actions can be agreed. Staff are clear in their understanding that parental and pupil permission is to be sought before engaging in any intervention or support.

Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking 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

## **Appendix**

Anna Freud Centre's 'Talking Mental Health' in school

<https://www.youtube.com/watch?v=nCrjvX3-Js>



### **Weston Village Primary Mental Health Provision Map**

<b>LEVEL 1 – UNIVERSAL PROVISION</b>
<ul style="list-style-type: none"><li>• Inclusive whole school ethos based on Chris Quigley's 7 Secrets of Success</li><li>• Adults seek to build trusting relationships with children, particularly vulnerable children.</li><li>• Class routines are clear and consistent. New learning is placed in context of the bigger picture – what we know already, the next step, what it looks like when we get there, how it feels to be learning</li><li>• Learning is chunked into small achievable steps Children struggling to understand the learning receive timely support to help them keep up within the lesson.</li><li>• Appropriate reference resources are available in the classroom for children, including additional visual support.</li><li>• Pre-teaching of new learning is used to build confidence and knowledge enabling better access to learning for some children.</li><li>• Teachers, Teaching Assistants, and volunteers read with children to help engage and develop children's confidence in reading.</li><li>• Teaching Assistants used to deliver high quality intervention and support for some children.</li><li>• Collaborative learning opportunities including partner work and small group tasks.</li><li>• Children are involved in identifying their own progress.</li><li>• Children have opportunities to be physically active regularly every day</li><li>• Clear channels of communication between teaching staff, parents, and children.</li><li>• Positive behaviour management strategies used consistently across the school.</li><li>• A clear process for reporting and recording concerns surrounding Mental Health and Wellbeing (CPOMs)</li><li>• Changes in behaviour are monitored and reported as necessary, emotional check ins with children when appropriate</li><li>• Safeguarding procedures applied when appropriate</li></ul>

- A progressive PSHE (Personal, Social, Health and Economics) Education and RSE (Relationships and Sex Education) curriculum which includes teaching around Mental Health and Emotional Wellbeing.
- A whole school environment that promotes positive mental health including displays, library books (in class and whole school)
- Assemblies designed to explore SEMH (Social Emotional and Mental Health) themes across school.
- Opportunities for children to take an active role in decision making and leadership of school through Ambassador and School Council roles.
- Celebration assemblies conducted each week to promote positive behaviours and attitudes e.g. Understanding Others and Not Giving Up.
- ESafety taught in computing and PSHE curriculum to all children
- SEND (Special Educational Needs and Disability) children and disadvantaged children given equality of opportunity when accessing PSHE and RSE learning.
- TED, talking TED used to empower children to access support from MH Team and Class Teachers
- Lunchtime enrichment activities/clubs devised to help improve SEMH, communication and social development skills. Available free of charge to all children.
- After school PE clubs available to all children (registers monitored) to ensure equality of opportunity to all children. Club is subsidised by school making it free and available to all.
- PE curriculum and physical activity goals linked to SEMH needs.
- Access to green, open spaces for all children at break and lunchtimes, including a forest school area.
- School trips and enrichment activities available for all children, and where necessary subsidised by school to ensure equity for all.
- Explicit teaching about bullying and peer conflicts
- Ambassadors and buddies support other children in the playground
- Structured partner and group work in class to support communication with peers
- Unresolved playground issues are managed through communication with other staff and discussion with an adult.
- Consistent boundaries for children's behaviour
- Lunchtime staff have information about potentially vulnerable children and how to support them
- Visual timetables used in classrooms to help pupils order and organise their days.

## **Level 2 – SCHOOL INTERVENTIONS**

- Speech and Language support for individual children
- Lunchtime enrichment LEGO therapy targeted at specific children
- Social stories to support children with ASC
- Use of a now/next board for children who need it
- Warning is given about changes to staff, planned activities, timetable, routines etc, with visual reminders
- Warning is given that an activity is ending.
- Planned transition activities when moving to a new class or teacher
- Planned transition programme when moving to another school, enhanced provision organised where necessary.
- Regular check ins with an adult



- Modified task length
- Use of varied teaching and learning styles
- Low distraction learning spaces for children who need them
- Careful positioning in the classroom for optimal learning
- Access to special 'connection' objects where needed
- Interventions designed to meet individual children needs e.g., Pride logs, visual timetables, mindfulness activities
- Boxall Profiles used for individual children as a diagnostic tool and to support individual learning plans
- Safe spaces allocated for children who require it (library etc)
- Quiet spaces for children to eat lunch
- Sensory circuits for individual children
- Opportunities to develop social skills and turn taking devised through inviting individuals to clubs where these behaviours are modelled (e.g., board games club)
- How big are my worries thermometers used for individual children
- First concerns, SEND reviews and EHCP reviews completed where relevant.

### LEVEL 3 – OUTDOOR AGENCY SUPPORT

- [N-Compass](#) Cheshire East Carers Hub
- Young Carers
- [CLASP PRIMARY PLUS](#) - Support group for primary school children.
- 0 - 18 Child and Adolescent Mental Health Service ([CAMHS](#)) Crewe
- [Creative Minds](#) Therapeutic Art Sessions Early Years (Under 5) Children (5-18)
- [Crossroads Together](#) - Children's Services a local charity providing high quality support services for carers and people with care needs.
- [Friends for leisure](#) - Disabled young people aged 5 to 21, who are registered with Friends for Leisure, come together in the company of Friends for Leisure volunteers for a regular morning youth group in Crewe to take part in fun activities and chill n' chat.

No one should have to face mental health difficulties on their own, and support is widely available in the UK.

Here you can find a list of organisations providing expert advice, a listening ear and resources for managing distress. The [NHS website](#) provides an extended list.

## Children and adolescents

Childline. Support for people under 19 in the UK. Call: 0800 11 11

Young Minds. Child and adolescent mental health charity. Call: 0808 802 5544 (parents' helpline)

Suicide prevention CALM (Campaign Against Living Miserably). Charity dedicated to preventing male suicide. Call: 0800 58 58 58 (nationwide)

Papyrus Hope line UK. Confidential support for young people struggling with suicidal thoughts.

Call: 0800 068 41 41

MindEd – Educational resources on children, young people and older people's mental health <https://www.minded.org.uk/>

My Mind – support for children, young people and their families in many different ways with their mental health and well-being.

Parent Talk – Parenting advice from action for Children  
<https://parents.actionforchildren.org.uk/>

### **Mental health helplines and charities**

[IAPTS](#) – self referral to talking therapies 16+

Visyon - <https://www.visyon.org.uk/> 01266 290000

Samaritans. Samaritans provide 24-hour online and phone support to people in distress. Call: 116 123.

Mind. Mind is a charity that provides advice and support for people experiencing a mental health

problem in England and Wales. Call: 0300 123 3393 (Mon to Fri, 9am to 6pm)

Rethink Mental Illness. Support and advice for people living with mental health problems.

Call: 0300 5000 927 (Mon to Fri, 9.30am to 4pm)

SANE. National out of hours mental health charity offering emotional support, guidance, and information. Call: 0300 304 7000 (4.30pm to 10.30pm)