



Seamer and Irton CP School

Mental Health and Emotional Wellbeing Policy



Policy name	Mental Health and Emotional Wellbeing Policy
Frequency of review	Biennial
Governor lead	Mrs Palmer-Jenkinson & Mrs Z Cerexhe
Lead member of staff	Tim Caffrey
Reviewed on	January 2024
Reviewed by	Governing Board
Next review	January 2026

Policy Statement

At Seamer & Irton CP School, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and their 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.

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

Policy Aims

At our school we intend to:

- help children to understand their emotions and feelings better.
- help children feel comfortable sharing any concerns or worries.
- help children socially to form and maintain lasting positive relationships.
- promote self-esteem and ensure children know that they matter.
- encourage children to be confident and 'dare to be different'.
- help children to develop emotional resilience and to manage setbacks.
- support all of our staff to promote a culture of staff and student welfare.

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.
- Access to appropriate support that meets their carefully identified needs

We pursue our aims through:

- Universal, whole school approaches
- Targeted support for pupils or staff going through recent difficulties including, but not limited to, bereavement
- Specialist approaches aimed at stakeholders with more complex or long term difficulties such as attachment disorder or PTSD



**Mr. Caffrey and Miss. Dobson are qualified Youth Mental Health First Aiders.
Miss Dobson and Miss Chamberlain are qualified bereavement counsellors.**

Scope

This policy is a guide to all staff – including non-teaching and governors – outlining Seamer & Irton CP School’s approach to promoting mental health and emotional wellbeing.

This policy links to our policies on Safeguarding, Inclusion, Anti-Bullying, Positive Behaviour, Sex and Relationships Education (SRE), Equality and Special Educational Needs and Disabilities (SEND) Policies.

Links with the Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need. We consider ***behaviour to be a message***.

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit meet termly and is made up of the following members of staff:

- Tim Caffrey – Senior Mental Health lead / Youth Mental Health First Aider
- Nicki Fee – Well-being champion
- Lynne Dobson – Pastoral lead / Youth Mental Health First Aider
- Neisha Morris – PSHE subject lead

Identifying needs and Warning Signs

All staff will monitor their pupils aimed at identifying a range of possible difficulties including:

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

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. Staff will communicate their concerns with the designated safeguarding lead or deputies, or one of the emotional wellbeing lead as appropriate. Any concerns should be recorded on CPOMs.

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

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are taught as part of our PSHE curriculum.

The specific content of lessons will be determined by the 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 make use of resources to assess and track wellbeing as appropriate including:

- The Boxall Profile
- Strengths and Difficulties questionnaire
- CORC Wellbeing measurement
- Talk mats

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. We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services such as the online resource Kooth (see Appendix 1).

Within the school (noticeboards, school council etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand:

- What help is available
- Who it is aimed at
- How to access it
- Why should they access it
- What is likely to happen next

Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case-by-case basis which friends may need additional support. Support will be provided in one-to-one or group settings and will be guided by conversations by the student who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend needs help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Targeted support in school

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

- Circle time approaches or 'circle of friends' activities.
- Targeted use of SEAL resources, such as a happy journal.
- Managing feelings resources e.g. 'worry boxes' and 'worry monsters'
- Managing emotions resources such as 'Zones of Regulation' or 'the incredible 5 point scale'.
- Primary Group Work/Mental health and wellbeing groups including a buddy bench.
- Nurture groups, including time to talk and quiet spaces.
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques such as drawing and cuddle bears.
- Additional pastoral support.

Working with other specialist 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:

- The school nurse
- Compass Buzz / Reach
- Early Help referral

- Educational psychology services
- Behaviour support through Inclusive Education Service
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- Therapists
- Hand-in-Hand project
- BeU

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
- Signpost them to sources of further support for themselves or their child.
- 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.
- Complete an Early Help Assessment.

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 Anna Freud 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.

Suggestions for individual, group or whole school CPD should be discussed with **Tim Caffrey** who can also highlight sources of relevant training and support for individuals as needed.

Appendix 1

Sources of support

For Students

Miss Dobson

Mr Caffrey

Miss Chamberlain

Any member of staff the child feels comfortable talking to

Kooth

Place2Be

Young Minds

For Staff

Mrs Fee

Mrs Dobson

Anna Freud - numerous resources such as the NHS wellbeing audio guides

MindEd

Education Support Partnership

For Parents

Any member of school staff

Anna Freud

Place2Be's Parenting Smart website

Young Minds

The Go To – North Yorkshire's dedicated site for healthy minds

Every Mind Matters