	MORDA C of E PRIMARY SCHOOL		
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Title:		**WELLBEING AND EMOTIONAL HEALTH POLICY**	

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REVISION HISTORY		
Version	Issue Date	Summary
1	12-Jul-21	First Issue

1. OVERVIEW

At Morda Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at the school. We recognise our responsibility to safeguard all who access academy and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying and by caring for their emotional health and wellbeing.

2. GUIDING PRINCIPLES

At Morda we pride ourselves on developing a positive ethos built on the foundations of the Christian faith, whilst acknowledging that others may follow different faith beliefs. We endeavour to ensure we are always 'Working together with hope in our hearts' This ethos is based on the following principles that, as stakeholders, we all aim to uphold and apply in all our work:

- ✓ **Nurture** - We demonstrate kindness and caring towards each other so we can find happiness and fulfilment. We promote and encourage children's wellbeing to support their growth and development.
- ✓ **Optimism** - We believe that having a positive attitude towards situations enables us to be forward thinking and supports us in our goal of providing a good and better education for all of our pupils.
- ✓ **Aspiration** - We have high aspirations for the futures of the children in our school. Through a high-quality curriculum and planning of lessons that are specifically tailored for our pupils, they will have the opportunity to achieve and surpass their individual potential.
- ✓ **Hope** - We believe it is important our children understand the value of hope. We endeavour to promote empathy and compassion in them all.
- ✓ **Sincerity** - We are united as a whole to ensure integrity, honesty and trust are maintained. This quality within our school means we follow our principles to ensure we always do our best for, and towards each other.

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- ✓ **Achievement** - Through the promotion of resilience, collaboration and courage we are allowing our children to develop the tools to be life-long learners.
- ✓ **Respect** - All members of our school community will be treated with respect and politeness and we accept and acknowledge each individual's uniqueness.
- ✓ **Confidence** - We encourage independence and questioning skills so our pupils develop the courage to stand up for what is right.

3. STATEMENT OF INTENT

At Morda we are committed to promoting positive mental health and emotional wellbeing to all children, their families, members of staff and governors and our wider school community. Our open culture allows pupils' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by the challenges of mental health issues.

4. SCOPE AND AIMS

This policy is a guide to all staff and governors at Morda Primary School and outlines our approach to promoting mental health and emotional wellbeing among all our stakeholders. It should be read in conjunction with other relevant school policies.

This policy aims to:-

- ✓ Promote positive mental health and emotional wellbeing in all staff and children.
- ✓ Increase understanding and awareness of common mental health issues.
- ✓ Enable staff to identify and respond to early warning signs of mental ill health in children.
- ✓ Enable staff to understand how and when to access support when working with young people with mental health issues.
- ✓ Provide the right support to children with mental health issues, and know where to signpost them and parents/carers for specific support.
- ✓ Develop resilience amongst children and raise awareness of resilience building techniques.
- ✓ Instil a culture of staff and children's welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

5. DEFINED ROLES

The school will appoint a designated lead for Wellbeing and Emotional Health who shall be named on the current list of post holders. All members of staff shall be made aware of who this lead is. Other key members of staff, such as the SENCO or Learning Mentor, will be involved as required in individual cases.

The Governing Body will appoint a suitable person in the role as Wellbeing and Emotional Health Link Governor.

If a member of staff is concerned about the mental health or wellbeing of a child or colleague, in the first instance they should speak to the Designated Wellbeing and Emotional Health or Safeguarding Lead. If there is a concern the child is high risk or in danger of immediate harm, the school's child protection procedures will be followed. Should the child present a high-risk medical emergency all procedures must be followed, including involving the emergency services if needed.

6. PERSONAL CARE PLAN

When a child has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either any appropriate external organisation, a Personal Care Plan will be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

- ✓ This plan should include:
- ✓ Details of the child's situation/condition/diagnosis
- ✓ Special requirements or strategies, and necessary precautions
- ✓ Medication and any side effects
- ✓ Who to contact in an emergency
- ✓ The role the school and specific staff

7. TEACHING ABOUT MENTAL HEALTH

The skills, knowledge and understanding our children need to keep themselves physically and mentally healthy and safe are included as part of our PSHE curriculum. Additionally, we will use lessons to provide children who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting children to support any of their friends or family members who are facing challenges.

8. SIGNPOSTING

We will ensure staff, children and parents/carers, and other stakeholders, are aware of the support and services available to them, and how they can access these services. Within the school (e.g. during adult classes) and through our communication channels (newsletters, website), we will share and display relevant information about local and national support services and events.

9. SUPPORT IN SCHOOL

Nurture support is available for children identified as being vulnerable to mental health issues. Children who are going through difficulties such as family illness, separation, bereavement, or other stressful situations may be supported with small group work or by our wider support team.

10. WARNING SIGNS

Staff must be aware of warning signs which indicate a child is experiencing mental health or emotional wellbeing issues. These warning signs must always be taken seriously and staff observing any of these warning signs must alert the designated lead/ named persons/Senior Leaders at the earliest opportunity.

Possible warning signs, which all staff should be aware of include:

- ➢ Physical signs of harm that are repeated or appear non-accidental
- ➢ Changes in eating / sleeping habits
- ➢ Increased isolation from friends or family, and becoming socially withdrawn
- ➢ Changes in activity and mood
- ➢ 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
- ➢ Avoiding PE or getting changed secretively
- ➢ Lateness to, or absence from school
- ➢ Repeated physical pain or nausea with no evident cause
- ➢ An increase in lateness or absenteeism

11.   TARGETED SUPPORT

At Morda we recognise some children and young people are at greater risk of experiencing poorer mental health. These may include those who are in care, young carers, those who have had previous access to external agencies or support, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We ensure timely and effective identification of children who would benefit from targeted support and ensure appropriate referral to support services by:

- ✓ Identifying children who are showing early signs of anxiety, emotional distress, or behavioural problems;
- ✓ Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- ✓ Working with Children's Services and other agencies services to follow protocols including assessment and referral
- ✓ Discussing options for tackling these problems with the child and their parents/carers.
- ✓ Agreeing an Personal Care Plan
- ✓ Providing a range of interventions
- ✓ Giving children clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns.
- ✓ Offering children opportunities to build relationships, particularly those who may find it difficult to seek support when they need it;
- ✓ Ensuring any support offered will take account of our policies regarding confidentiality;

12.   MANAGING DISCLOSURE

If a child chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental. All disclosures will be recorded confidentially in accordance with school procedures.

13.   CONFIDENTIALITY

If a member of staff feels it is necessary to pass on concerns about a child to either someone within or outside of the school, this will be first discussed with the child. It is important to also safeguard staff emotional wellbeing. Safeguarding supervision between the named persons relieves the burden of concerns and also ensures continuity of care should staff absence occur. It also provides opportunities for ideas and support.

Parents will normally be informed if concerns are raised about a child's mental health. If a child gives us reason to believe that they are at risk, or there are child protection issues, parents may not be informed, but child protection procedures will be followed. We are mindful that for a parent, hearing concerns about their child can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and process the situation.

Signposting parents to other sources of information and support can be helpful in these instances. Lines of communication will be kept open should the parents have further questions or concerns. A record of the meeting and points discussed/agree will be added to the records and a Personal Care Plan created if appropriate.

14.   SUPPORTING PARENTS

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents/carers to promote emotional health and wellbeing by:

- ✓ Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- ✓ Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- ✓ Offering support to help parents or carers develop their parenting skills
- ✓ Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing.

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 students.

15.   SUPPORTING PEERS

When a child 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 child 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

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

16. 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 to enable them to keep pupils safe.

17. STAFF MENTAL HEALTH

We recognise that anyone can experience mental health issues for various reasons which may be out of their control. There may also be work related factors which may contribute to poor mental health such as work life imbalance, work load pressure, poor working conditions. To every extent possible, we aim to recognize and address cases of workplace pressures that contribute to mental health issues. We aim to:

- ✓ Treat staff mental illness seriously.
- ✓ Proactively support resolution of issues causing concern.
- ✓ Support staff members who face mental health problems.
- ✓ Create pleasant workplaces
- ✓ Encourage communication

18. REVIEW

This policy will be reviewed annually at the autumn meeting of the Governors' Policies Committee