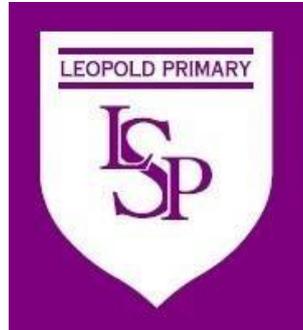


# Mental Health and Emotional Wellbeing Policy

## Leopold Primary School

2020/21



### Policy Statement

At Leopold Primary 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 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.

### The Policy Aims to:

- Encourage and support the whole school community to be positive in its approach to mental health
- Increase understanding and awareness of common mental and emotional health issues
- Alert staff to early warning signs
- Provide support to staff, pupils and their families
- Co-operate with other organisations involved in the delivery of mental health and emotional support services
- Observe the principles of confidentiality and data protection in respect of mental health and emotional wellbeing

### Lead Members of Staff

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

- Ayo Octave – SENCO/Designated Safeguarding Lead (HH)
- Nkechi Obinwanne- Designated Safeguarding Lead (GR)
- Rahat Malik - Inclusion Lead/ Deputy Safeguarding Lead (GR)
- Ekin Bernay – IMAGO therapist (both sites)
- Paris Khorsani-PSHE Lead (GR)
- Mirela Vatra- PSHE Lead (HH)
- Anna Wszolek- Welfare Officer (GR)
- Jacqui Kelly- Welfare Officer (HH)

### Keeping Children Safe in Education September 2020 includes:

Safeguarding and promoting the welfare of children is defined as:

protecting children from maltreatment;

**preventing impairment of children's mental and physical health or development;** ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

## **WHAT IS MENTAL HEALTH?**

Our mental health affects how we feel, think and act. It refers to our emotional, psychological and social wellbeing. Our mental health can change and fluctuate on a daily basis and over time, and can be affected by a range of factors.

Just as it is important to look after our physical health, the same is true for our mental health. Our state of wellbeing affects how we cope with stress, relate to others, make choices, and play a part in our family, community, workplace and among our friends.

### **Good mental health among children**

When children have good levels of wellbeing it helps them to:

- learn and explore the world
- feel, express and manage positive and negative emotions
- boost their resilience, self-esteem and confidence
- form and maintain good relationships with others
- cope with, and manage, change, setbacks and uncertainty
- develop and thrive
- engage positively with their education- which can, in turn, improve their academic attainment

### **To support children's mental health, we:**

- help children develop social and emotional skills so that they can manage their thoughts and feelings
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships and be able to work in a team as well as independently
- promote self-esteem and ensure children thrive and know that they count.
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks
- help children to develop a 'Growth Mindset'

### **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.
- Providing access to appropriate support that meets their needs

### **Teaching about Mental Health**

Health and wellbeing is not taught in isolation but reinforced throughout the curriculum.

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

IMAGO, Mental Health Awareness weeks and days raise the profile of mental health and wellbeing.

## Early identification

We aim to identify children with mental health needs as early as possible so that the appropriate support can be provided.

### Mental Health (Keeping Children Safe in Education 2020)

34. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

35. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

36. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

37. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

## Targeted support

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

- Circle time approaches  
Managing feelings resources e.g. 'worry boxes'
- Therapeutic activities including music, art, Lego and mindfulness techniques
- IMAGO 1 to 1 therapy - specialised, targeted approaches aimed at pupils with more complex or long-term difficulties
- IMAGO drop-ins where pupils can self-refer individually or in friendship groups (up to 3 children)
- IMAGO mentoring for pupils to discuss
- Transition support for Y6 pupils
- Discussion groups/workshops for all classes throughout the year
- Support for pupils going through recent difficulties including bereavement.

## Identifying needs and Warning Signs

All staff will complete termly wellbeing trackers on 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. 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:

- 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

## **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 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:

- IMAGO therapist
- The school nurse
- Educational Psychologist
- Brent Inclusion Support Team
- BANG radio
- Brent Wellbeing Emotional Support Team (WEST)
- Paediatrician
- CAMHS (child and adolescent mental health service)
- Early Help Team
- Social Care

## **Training**

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding and child protection training in order to enable them to keep pupils safe.

Mental Health Awareness training is available to all staff via Place2Be

## **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. Information will be posted on the school website.