



Escrick Church of England Primary School

Mental Health and Emotional Wellbeing Policy

We are a Rights Respecting School and this policy relates particularly, but not exclusively, to the following Articles: Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously. Article 13: Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law. Article 17: Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them. Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this. Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

At Escrick C of E Primary School, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers).

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

Every person is an individual and also part of a community – 1 Corinthians 12:12-27.

We endeavor to ensure that children are able to manage times of change and aim to ensure that they are supported to flourish and to access help when they need it.

We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

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.

Teaching about mental health:

At Escrick, we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising.

We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being.
- Adhering to a positive, restorative approach to behaviour management.
- Helping children socially to form and maintain relationships.
- Helping children to feel comfortable about sharing any concerns or worries.



- Teaching children emotional skills and an awareness of mental health so that they understand their emotions and feelings better.
- Promoting self-esteem and ensuring children understand their importance in the world.
- Helping children to be resilient learners and to manage setbacks.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Developing an open culture where it's normal to talk about mental health.

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.
- Support and challenge for all so all needs are met
- Providing opportunities to reflect.
- Enabling access to appropriate support.
- Jigsaw PSHE for all year groups
- Wellbeing sessions/days and access to information around the school

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties.
- Nurture groups to focus on mental health, resilience and wellbeing.
- An open-door approach and providing support for all stakeholders (i.e. parent drop in sessions)
- Fair timetabling and reasonable workloads for staff
- Wellbeing events for staff to promote morale and friendships
- Flexibility of working arrangements

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our developmental PSHE Jigsaw curriculum. At times, the specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use Jigsaw long term planning to ensure that we teach about mental health and emotional wellbeing and safeguarding across the age range.

Our well-being leadership team:

All members of staff have a responsibility to promote the mental health of all stakeholders in our school; however, the following staff take a lead in monitoring, promoting and planning provision:

- Miss Miller – Headteacher
- Mr. Broxup – Deputy Head and DSL
- Mrs. Allen - SENDCO



Targeted provision

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

- Circle time approaches through Jigsaw sessions or 'circle of friends' activities.
- Managing feelings resources e.g. 'worry boxes'
- Managing emotions resources.
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques.
- Resilience zooms through PE funding

Worry Wizard: We invested in 'Worry Wizard' sessions in the school year 2020-21 to support pupils to regulate and understand their feelings and promote wellbeing. We continue this input's legacy by referring regularly to the sessions and what we learned. The program provided CPD for staff also.

This policy should be read in conjunction with the school's Child Protection and SEND policies in cases where pupils' mental health needs are supported in addition to other needs.

This policy is in line with our school's Safeguarding, Good Behaviour, SEND, Anti-Bullying, and PSHCE/SRE/Jigsaw policies.

Zones of Regulation

We recently introduced (2022) The Zones of Regulation to the children through our PSHE teaching. Zones of Regulation is an approach used to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorized into four coloured zones. Children who are well regulated are able to be in the appropriate zone at the appropriate time. Teaching the zones gives children a shared language to talk about their emotions by associating them with highly visual coloured zones. The approach is based on research and is highly respected as a systematic, cognitive behavioural technique leading children to greater independent regulation. It helps to teach children to identify their feelings, their levels of alertness, to understand how their behaviour influences those around them and gives them the tools they can use to manage their feelings.

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.

Early Identification and Warning Signs

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance



- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil 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 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

Assessment, interventions and support

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, class teachers and SENDCO to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible. Concerns are logged by teaching staff members and/or SLT on CPOMS.

Working with parents and carers.

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the SLT for assessment.

To support parents and carers we will:

- Provide information online on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.
- Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing.

When a concern has been raised, teachers or the Mental Health Lead and SENDCO will:

- Contact parents to discuss the outcome of any assessment (although there may be cases, parents



and carers cannot be involved due to child protection issues.)

- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events on CPOMS
- Agree a care and protection plan where appropriate including clear next steps.
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

Working with specialist services

As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support.

- Educational Psychology Services
- CAMHS (child and adolescent mental health service)
- Early Help and TAFs
- SEMH team NYCC

Please note that this is not a conclusive list.

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 pupils safe. 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.

Staff and governors complete regular Child Protection and Safeguarding training to ensure our children's safety and wellbeing. Staff wellbeing is reviewed as an ongoing process and formally during individual performance management review meetings biannually.

Policy to be reviewed Autumn 27