

OAKDALE PRIMARY SCHOOL



MENTAL HEALTH AND EMOTIONAL WELLBEING POLICY

Status	Guidance
Date approved	May 2023
Date of next Review	May 2025

Policy Statement

At Oakdale 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.

At our school we:

- 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 relationships
- promote self-esteem and ensure children know that they count
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks
- Spread awareness of the varieties of ways mental health issues can manifest
- Support staff to identify and respond to early warning signs of mental health issues

We promote a mentally healthy environment through:

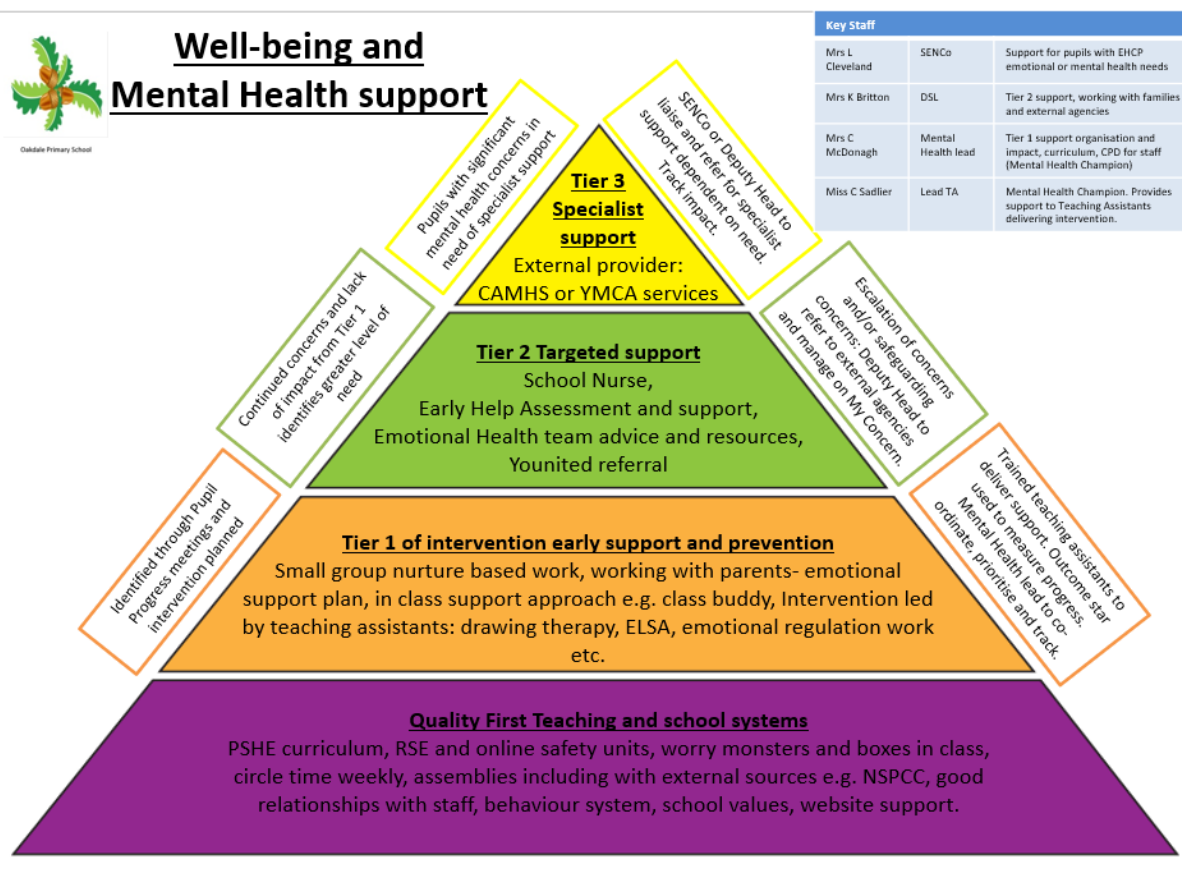
- Promoting our school values and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to appropriate support that meets their needs
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We pursue our aims through:

- Universal, whole school approaches
- Intervention in school: Support for pupils going through recent difficulties including bereavement
- Referrals for specialist support: Specialised, targeted approaches aimed at pupils with more complex or long term difficulties, including attachment disorder.



Well-being and Mental Health support



Scope

This policy was written with regard to:

- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)
- Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)

This policy should be read in conjunction with our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE policies. It should also sit alongside child protection procedures.

Lead Members of Staff

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

Mrs Britton- Designated safeguarding lead
Mrs Cleveland- SEND lead
Mrs McDonagh -Mental Health Lead

Teaching about Mental Health: Universal support

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching.

We can also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner. This is detailed in school knowledge organisers.

Assemblies and designated activities week are used to highlight positive wellbeing.

Targeted support: Tier 1 within 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 or specific PSHE lessons taken from the Cambridgeshire scheme
- Managing feelings resources e.g. 'worry monsters'
- Managing emotions resources provided by external sources and made available to staff in a central area
- Primary Group Work/Mental health and wellbeing groups
- Therapeutic activities including art therapy, Lego and relaxation and mindfulness techniques.

It is not our job to diagnose any mental health issues, just to recognise warning signs and alert the DSL/DDSL's/ Mental Health Lead so that the child can be signposted to the correct professional.

Intervention will be coordinated by the Mental Health lead and prioritised in accordance with the level of need. Resources will be used to track and monitor including:

- Wellbeing questionnaires
- Outcome Star

Interventions will be time limited, usually a six week period. Should this be deemed to not demonstrate impact tier two or three will be carried out following consultation with parents. Pupils may also be provided with a wellbeing plan to work with parents to improve outcomes if deemed appropriate by all stakeholders.

Tier 2: Targeted Support

If a pupil's needs cannot be met by the internal offer the school provides, the school will make, or encourage parents to make, a referral for external support.

A pupil could be referred to:

- GP or paediatrician
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services such as Younited
- School nursing team/ Wellbeing practitioners
- An assessment for Targeted Support (previously known as Early Help) to develop a team of support approach

Tier 3: Specialist Support

Pupils with significant mental health needs may need specialist support. In this instance a pupil could be referred to:

- GP or paediatrician

- CAMHS

Supporting and collaborating with parents and carers

We will work with parents and carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent forums)
- Working together to devise wellbeing plans when appropriate

A record of what was discussed with parents, and action plans agreed, will be recorded and added to the pupil's confidential record on MyConcern.

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. See Appendix.

Identifying needs and Warning Signs

All staff will monitor the wellbeing of their pupils and record (using MyConcern) any difficulties such as:

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

Staff may also become aware of warning signs that may suggest that a child is experiencing mental health or wellbeing difficulties. This should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the DSL/ DDSL's or the Mental Health and Wellbeing lead as appropriate. Teachers will track this and share any ongoing concerns during termly pupil progress meetings.

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: [Wellbeing and Mental Health - Oakdale Primary School](#)
- Share and allow parents to access sources of further support
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child
- Make our Mental Health and Wellbeing policy easily accessible to parents [School Policies - Oakdale Primary School](#)
- 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. [Curriculum - Oakdale Primary School](#)

Below are some suggested websites to support families:

Safeguarding

- <https://www.nspcc.org.uk>
- <http://www.safeguardingcambspeterborough.org.uk/children-board/parents-carers/>
- <https://www.womensaid.org.uk/>
- Domestic abuse https://www.cambsdasv.org.uk/website/support_help/84011

Wellbeing

Keep your Head <https://www.keep-your-head.com/cyp>

Think U Know online safety support <https://www.thinkuknow.co.uk/parents/>

Kooth- support for children age 11+ [Home - Kooth](#)

Anna Freud: [Parents and Careers](#) | [Advice and Guidance](#) | [Anna Freud Centre](#)

Younited: <https://www.cpft.nhs.uk/parents-and-carers/>

Support from the school nursing service is available by contacting the school: office@oakdale.peterborough.sch.uk

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:

- The school nurse
- Educational psychology services
- Behaviour support provided by the local authority
- Paediatricians (Younited)
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers

- Therapists
- Alternative provision providers

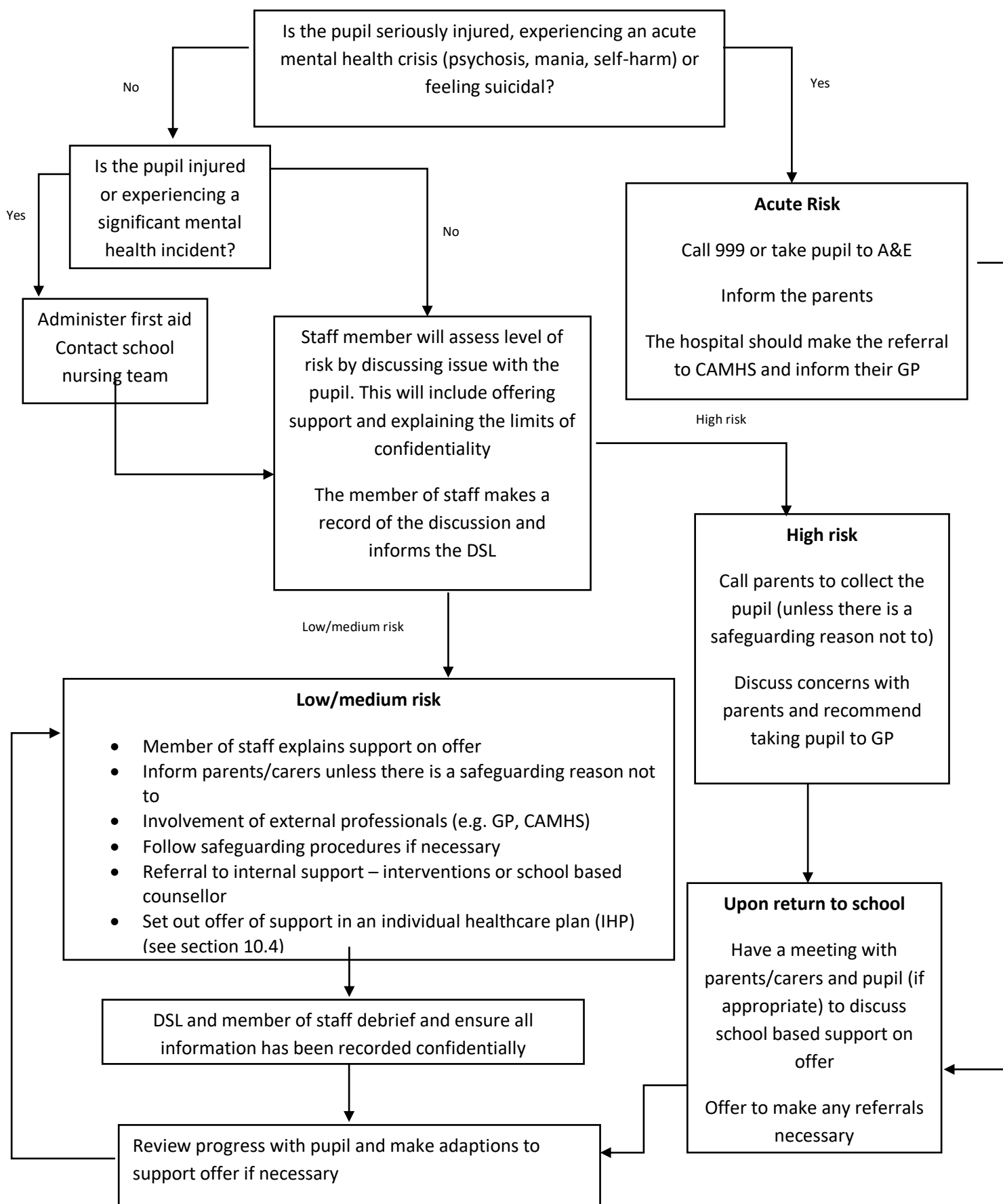
Training

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. Mrs McDonagh and Miss Sadlier are both trained as Mental Health Champions. The DSL attends wellbeing network meetings and is able to advise staff about services available, including the wellbeing practitioners drop-in sessions.

The MindEd learning portal (<https://www.minded.org.uk/>) 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. We have two trained Mental Health Champions in school: Mrs McDonagh and Miss Sadlier who are qualified to lead training in school.

Appendix

Procedure to follow in a case of acute mental health crisis



Supporting Children and Young People with Positive Mental Health

for Parents/Carers
in Cambridgeshire
and Peterborough



Nessie is funded by Cambridgeshire & Peterborough County Council to support families of children and young people with emotional and mental health needs.

What we offer:

- **Free online and face-to-face workshops**
- **Parent Support line**
Tel: 07932 651319
(open Wednesdays 9 am - 12 pm or by appointment)
- **Private moderated Facebook support groups:**
- **Cambridge support group for parents of children/young people who self-harm**
OR
- **NESSie Parent/Carer Support Group**
For other emotional and mental health support
- **1-1 support and advice sessions**
- **Peer support groups:** a confidential group, where parents will have an opportunity to share their experiences, support each other through challenges, and identify coping strategies.

For more information, please [CLICK HERE](#)



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Helping children and young people thrive

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