



## Mental Health and Emotional Wellbeing Policy

Date Created: October 2020.

Updated on:	Changes made / notes:
27/01/2023	Staffing changes, addition of further interventions, up to date guidance, attachment and trauma information added.
25/02/2025	Removal of the Wellbeing Team due to this being replaced with our newer Supervision Model offer for staff. Please see point 15.0.

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## 1.0 Policy statement

At Broad Square Primary School, we are committed to promoting positive mental health and emotional wellbeing to **all** members of our school community. We recognise how important mental health and emotional wellbeing is to our lives, in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

We use the World Health Organisation's definition of mental health and wellbeing: ... *a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.*

The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age. Our open culture allows students' 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 mental health issues.

## 2.0 Scope

This policy is a guide to all members of our school community, outlining Broad Square's approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies such as Safeguarding, Looked After Children, Behaviour & SEND.

## 3.0 Policy Aims

We take a whole school approach to promoting positive mental health that aims to help our school community become more resilient, happy and successful and prevent problems before they arise. We aim to...

- Promote positive mental health and emotional wellbeing in all members of the school community.
- Increase understanding and awareness of common mental health issues.

- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues, in a timely manner and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.
- Raise awareness amongst both adults and children and gain recognition from Senior Leaders that staff may have mental health issues and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms, with effective signposting underpinned by behaviour and welfare around school.

## 4.0 Key staff members

This policy aims to ensure all staff take responsibility to promote positive mental health of all children and adults within the school community.

If a member of staff is concerned about the mental health or wellbeing of a student, in the first instance they should speak to a member of the pastoral team.

If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed. Staff should record concerns on the schools CPOMs system and find a member of the Safeguarding Team to discuss their concerns.

If the child presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

If a member of staff is concerned about the mental health or wellbeing of a colleague, they should speak to a member of the Supervision Team in confidence (A.Taylor, B.Singleton or D.Jones) If there is a concern that the colleague is in high risk or danger of immediate harm, this information will be shared and recorded with the Head Teacher confidently to support the individual as required. The colleague should be signposted to the appropriate agency e.g. Samaritans, 0330 094 5717.

As a school we have had an open discussion with staff to say that if a member of our school community, student or adult, thinks that another member may be contemplating ending their own life, we will openly and clearly ask them "Are you thinking about ending your own life?". We want open and transparent dialogue in order to possibly save a life of someone in our school community.

## 5.0 Individual Care Plans

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, an Individual Care Plan may be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

Suggested elements of this plan include:

- Details of the pupil'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.

## 6.0 Teaching about mental health

The skills, knowledge and understanding our students need to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE curriculum. At our school we use Jigsaw and a whole school ROAR approach.

School also uses lessons to provide children with knowledge and strategies of how to keep themselves safe and healthy. In line with our school values we encourage pupils to be respectful to the needs of others and compassionate to their peers.

## 7.0 Signposting

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.

Within the school (noticeboards, staff room, toilets etc.) and through our regular newsletters and school website, we will share and display relevant information about local and national support services and events.

The aim of this is to ensure that everyone understands:

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

## 8.0 Sources or support at school and in the local community

### **Classroom Based Staff**

- All staff at Broad Square are now attachment and trauma informed and have had significant training in this. If a student is feeling low or has difficulties with their mental health, please consult with your child's classroom staff in the first instance.

### **Pastoral Support Manager Support**

- To help pupils overcome social, emotional and behavioural barriers to their learning helping them to achieve their full potential. These barriers include; expressing and regulating emotions, boosting self-esteem, working on anxieties, transition work, bereavement programmes, anger management, support around building and maintaining friendships,

support around families (e.g. separation and divorce), social skills and attendance and punctuality (including school refusal).

- This service is accessed via appointment with Mr Singleton.

### **Education Mental Health Practitioner**

- The EMHP service provides early intervention on some mental health and emotional wellbeing issues, such as mild to moderate anxiety, as well as helping staff within a school or college setting to provide a 'whole school approach' to mental health and wellbeing.
- This service is accessed via referral. Please speak to either B.Singleton or A.Taylor for more information.

### **Counselling Service**

- We have access to a qualified therapist who provides a range of support that is age appropriate and tailored to what each child needs. This includes both 1:1 sessions and group work that can use a range of techniques including: Talking therapies, arts therapies, support and advice for families, providing education and resources to help staff deal with difficult emotional issues. There will be a waiting list for this service and children will be triaged and allocated according to level of need.
- This service is accessed via referral. Please speak to B.Singleton for more information.

### **Community Seedlings**

- YPAS Seedlings service provide a wide range of Integrative therapeutic interventions to help Children & Young People improve their mental health and emotional wellbeing. Their team offers Talking and Creative Therapies to Children & Young People aged 5-11.
- The Seedlings team supports children's emotional needs, allowing them to develop, grow, and build their resilience. Difficult feelings can affect relationships with important people in our lives, when these feelings are expressed in therapy they become easier to understand and make sense of.

- This service is accessed via referral, school are allocated **one** place at a time. Please speak to B.Singleton for more information.

### **Local Support**

- In Liverpool, there are a range of organisations and groups offering support, including the **CAMHS partnership**, a group of providers specialising in children and young people’s mental health wellbeing. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation.

<https://www.liverpoolcamhs.com/>

## 9.0 Warning Signs

Staff may become aware of warning signs which indicate a student or colleague 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 alert a member of either the pastoral or wellbeing team.

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

- |   |   |
|---|---|
| ▪ Physical signs of harm that are repeated or appear non-accidental       | ▪ Expressing feelings of failure, uselessness or loss of hope |
| ▪ Changes in eating / sleeping habits                                     | ▪ Changes in clothing – e.g. long sleeves in warm weather     |
| ▪ Increased isolation from friends or family, becoming socially withdrawn | ▪ Secretive behaviour   |
| ▪ Changes in activity and mood  | ▪ Skipping PE or getting changed secretly                     |
| ▪ Lowering of academic achievement  | ▪ Lateness to, or absence from school                         |
| ▪ Talking or joking about self-harm or suicide                            | ▪ Repeated physical pain or nausea with no evident cause      |
| ▪ Abusing drugs or alcohol  | ▪ An increase in lateness or absenteeism                      |



## 10.0 Targeted support for all pupils

We recognise some pupils are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic abuse.

We work closely with school nurses and their teams in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

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

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems.
- Working closely with Liverpool City Council Children's Services, Liverpool CAMHS and other agencies services to follow various protocols including assessment and referral.
- Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Care Plan (if needed) as the first stage of a 'stepped care' approach.
- Providing a range of interventions that have been proven to be effective, according to the child's needs.
- Ensure young people have access to high quality pastoral care and support, as well as specialist services, including Liverpool CAMHS, so that emotional, social and behavioural problems can be dealt with in a timely manner.
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality.
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it.
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014. Young carers support in Liverpool can be accessed via Bernardo's Action with Young Carers, available on 0151 228 4455 or e-mail at [youngcarers.liverpool@bernardos.org.uk](mailto:youngcarers.liverpool@bernardos.org.uk).

## 11.0 Managing disclosures

If a student 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 should be recorded confidentially on CPOMS, including:

- Date
- Name of member of staff to whom the disclosure was made
- Nature of the disclosure & main points from the conversation
- Agreed next steps

This information will be automatically shared with the Safeguarding Team.

## 12.0 Confidentiality

If a member of staff feels it is necessary to pass on concerns about a student to either someone within our school or an outside agency, then this will be first discussed with the student. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained from the student first, however, there may be instances when information must be shared, such as students up to the age of 16 who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents / carers will always be informed in a timely manner so that they can support their child at home.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

## 13.0 Involving Parents and Carers

Promoting Mental Health we recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting their children with mental health needs.

To support parents and carers:

- We organise a range of Mental Health workshops accessing expertise from voluntary services, these include topics such as Anxiety, Stress Management and Sleep.
- We provide information and signposting to organisations on our websites and weekly newsletters, on mental health issues and local wellbeing and parenting programmes. We also run our own in house parenting programmes.
- Offer an Open Door Policy.
- Supporting parents and carers with children with mental health needs through sensitive and supportive regular meetings and signposting. When a concern has been raised the school will contact parents and carers and meet with them
- In most cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen - such as child protection issues.
- Offer information to take away and places to seek further information
- Record meeting on CPOMS and follow up with phone call.
- Discuss how the parents and carers can support their child
- Keep parents and carers up to date and fully informed of decisions about the support and interventions. Parents and carers will always be informed if their child is at risk of danger. We make every effort to support parents and carers to access services where appropriate. Pupils are our primary concern, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

## 14.0 Training

Staff receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe.

We will host relevant information on our website for staff who wish to learn more about mental health. Liverpool CAMHS provide free online training suitable for staff wishing to know more about a specific issue

<https://www.liverpoolcamhs.com/covid-19/bite-size-training-opportunities/>.

Safeguarding Mate and Safeguarding Hub provide excellent resources from School Improvement Liverpool for staff.

<https://www.schoolimprovementliverpool.co.uk/safeguarding-mate/>

[www.safeguardingresourcehub.co.uk](http://www.safeguardingresourcehub.co.uk)

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.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

All members of our staff have had significant training around attachment and trauma. Our school is working towards becoming an attachment and trauma aware setting.

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

### **Where to get information and support**

For support on specific mental health needs...

Anxiety UK [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

OCD UK [www.ocduk.org](http://www.ocduk.org)

Depression Alliance [www.depressoinalliance.org](http://www.depressoinalliance.org)

Eating Disorders [www.b-eat.co.uk](http://www.b-eat.co.uk) and [www.inourhands.com](http://www.inourhands.com)

National Self-Harm Network [www.nshn.co.uk](http://www.nshn.co.uk)

Self-Harm [www.selfharm.co.uk](http://www.selfharm.co.uk)

Suicidal thoughts Prevention of young suicide UK – PAPYRUS: [www.papyrus-uk.org](http://www.papyrus-uk.org)

***For general information and support***

[www.youngminds.org.uk](http://www.youngminds.org.uk) champions young people’s mental health and wellbeing

[www.mind.org.uk](http://www.mind.org.uk) advice and support on mental health problems [www.minded.org.uk](http://www.minded.org.uk) (e-learning) [www.time-to-change.org.uk](http://www.time-to-change.org.uk) tackles the stigma of mental health

[www.rethink.org](http://www.rethink.org) challenges attitudes towards mental health

<https://www.annafreud.org/>

<https://www.broadsquareprimary.co.uk/wellbeing>

## 15.0 Supervision Model

- In 2024 school introduced the new Supervision Model, commonly referred to as a “Wellbeing Check In” amongst staff.
- The aim of these sessions is to provide staff members with a safe, confidential space, taking place at the end of every half term.
- These sessions are run by a trained member of staff, using a structured script.
- Staff are given the opportunity to reflect on the half term, share best practice and also challenges they have faced. The group then use a team based coaching approach to help work through challenges and come up with solutions to move forward effectively.
- If any member of staff feels that they would not benefit from a session as it is not the right time for them, they have the choice to opt out and complete other tasks during this directed time.

**This policy will be reviewed regularly and will be share with the governors and all members of the school community.**

**This policy can be provided in different formats upon request.**

Signed: R. MORGAN (Chair of Governors)

Date: 25.02.25

Signed (Head teacher):

*Mrs C. Foden*

Date:

25.02.25