



Arden Primary School



At Arden Primary School we believe that our children, whatever their needs, deserve a broad and imaginative curriculum that enables them to become independent and resilient learners who develop into respectful citizens of the future with high aspirations.

Mental Health and Emotional Wellbeing Policy 2022



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1.0 Policy statement

Moral Purpose

Arden Primary is a larger than average Primary school in Bredbury, Stockport. We have a cohort of 530 pupils with a PPG of 24%. We have a large pastoral team who support parents and children. The crowning glory of Arden is our Maple provision, where children can go to reflect, have a safe place and to learn the behaviours that will help them to be safe, successful and happy.

Arden Primary Mental Health and Inclusion Team is passionate about making a difference to the lives of young people. We believe in teamwork; working with each other, with teachers and colleagues across the school, with the wider school community and most importantly with the young people in our school. We act with determination. Whatever issues our students, their families, the school, our team or the community face, we always support, react and pull together. Finally, we are committed to making a difference; we are not passive players in young people's lives but active participants who can and do make a real difference. These are a reflection of the school's curriculum intent statement and core values, Independence, Aspiration, Imagination, Respect and Resilience.

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Meet the Mental Health team at Arden

Vicky Howe – SMHL and Mental Health First Aider; Jane Garner - Pastoral Manager; Claire Terry- Behaviour Mentor; Trina Copeland – Learning Mentor
Alice Whitehurst; Amy Shillito; Ben Whalley; Gemma Abbott; Jo Richardson; Tom Grace; Andrew Neilson; Charlie Egner; Selina Adams

What Inclusion and Effective Mental Health Interventions Means to Us

- The child stays at the centre of every conversation.
- We prioritise those who need our help most, but we intervene with all.
- When young people are here, we can support and educate them – attendance matters.
- Young people learn best when there are clear rules and simple consequences.
- Staff teach best when there are clear rules and simple consequences.
- We use evidence-based practice for all our interventions.



If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to the Pastoral Team, Jane Garner, Trina Copeland or Claire Terry

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.

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

2.0 Individual Care Plans

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support through either CAMHS or another organisation, it is recommended that an Individual Care Plan should 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



3.0 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 and our peer mentoring programme.

We will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing> Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges.

4.0 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, common rooms, toilets etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand:

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



5.0 Sources or support at school and in the local community

We have listed under the core values what we as a school do and offer the school community;

Independence

We promote open access to mental health support for all of the school community, to be accessed independently and without judgement.

- Emotional scaling
- Give children independent tasks to move away from dependency
- SMART targets
- Communication cards for those who struggle to communicate
- Signposting for support
- Recognise staff's strengths and give people autonomy
- CPD for all
- The whole school role out of The zones of Regulation

Aspiration

As a school community , we aspire to be a place where mental health does not carry a stigma but is discussed and supported openly and honestly.

- High expectations for all
- Celebration assemblies
- Pats on the back for staff
- Aspire challenges
- Positive reinforcement
- SEN reviews
- Co planning - sharing with parents
- The whole school role out of The zones of Regulation



Imagination

Mental health support looks different for everyone. We should look for creative ways to meet our differing needs

- Residential and day trips
- Worry eaters and worry jars
- Sensory play
- Yoga and lego therapy
- Me too
- Use of social media to promote
- Emotional support for staff
- CPD for all
- Parent workshops
- The whole school role out of The zones of Regulation

Respect

We should respect the differences in each other and strive to meet people where they are at.

- Inclusive ethos
- Circle time
- Restorative ambassadors
- Team teach
- Junior play leaders
- Class charter
- Jigsaw
- Forest school
- Assemblies
- Modelling behaviour
- Open door policy to parents
- Code of conduct
- Safeguarding systems
- Signposting
- Parenting courses (EPEC, Sollihul, RtR, IY)
- Teamwork - Teacher/TA
- The whole school role out of The zones of Regulation



Resilience

We recognise that each individual's resilience can change over time and we move to adapt with that, putting more support in place when times are tough.

- Maple
- Restorative approach
- Mindfulness
- Rainbow group
- one to one emotional support for children
- Friendship[groups
- Social skills groups
- Transition support
- Sen support
- Emotional Scaling
- Forest school
- Feedback approach
- Sleep clinic/seminar
- School nurse clinics
- Social Care/School aged plus drop in support sessions
- Service support (Primary jigsaw, autism team, foodbank, Advise help lines
- Aspire challenge
- Drop In sessions for parents with social workers and the school nurse
- TAC meetings
- Peer to peer or team to team observations
- Counselling
- Employee Assistance Programme
- SMBC well being package
- Supporting Afghan evacuees and liaising with EAL
- ELSA - Emotional literacy support assistant
- Mental Health First Aider
- The whole school role out of The zones of Regulation

Local Support

In Stockport, 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.

6.0 Warning Signs

Staff may 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 alert our Mental Health First Aider, Vicky Howe.

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, 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
- Skipping PE or getting changed secretly
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

7.0 Targeted support

We recognise some children and young people 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 violence.

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 Stockport Council Children's Services, Stockport CAMHS and other agencies services to follow various protocols including assessment and referral;
- Identifying and assessing in line with the Early Help Assessment Tool (EHAT), children who are showing early signs of anxiety, emotional distress, or behavioural problems;
- Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Care Plan 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 pastoral care and support, as well as specialist services, including Stockport CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- 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; and
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

8.0 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 the student's personal file, 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 shared with the Pastoral team.

9.0 Confidentiality

If a member of staff feels it is necessary to pass on concerns about a student to either someone within or outside of the school, 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 must always be informed, but students may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/carers.

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.

10.0 Whole school approach

10.1 Working with families

If it is deemed appropriate to inform parents there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – students, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues 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 come to terms with the situation.



Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agree are added to the pupil's record and an Individual Care Plan created if appropriate.

10.2 Supporting families

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 and 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. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and
- 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. This will include support to participate in any parenting sessions, for example by offering a range of times for the sessions. We recognise this might involve liaison with family support agencies.

11.0 Supporting Peers

When a student 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 student 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 (e.g. signs of relapse)

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

12.0 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 students safe. A nominated member of staff will receive professional Mental Health First Aid training or equivalent.

We will host relevant information on our website for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue alongside Stockport's Learning Pool.

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 developing situations with one or more students.

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.

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



13.0 Policy Review

This policy will be reviewed every two years as a minimum. The next review date is September 2024

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Vicky Howe SMHL

Any personnel changes will be implemented immediately.