



Mental Health and Emotional Well-being Policy

Autumn 2022



Brierley Primary School & Little Bears Nursery
Mirion Street
Crewe
Cheshire
CW1 2AZ

Nurture, Aspire, Believe, Achieve

Policy Statement

At Brierley 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.

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.

This policy should be read in conjunction with our Medical policy and our SEND policy in cases where pupil's mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE and SMSC 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:

Hayley Cunningham – Assistant Headteacher/ Designated Safeguarding Officer /SENCO

Sarah Byford – Teacher and PHSE Subject Leader

Shelley Wootton – Bursar and Mental Health First Aid Qualification

Joanne Faddes – Assistant Headteacher / Deputy Designated Safeguarding Officer

Helen Potts – Teaching assistant / Trained in Cognitive Behavioural Therapy

Hayley Causton – Teaching assistant / Trained in Cognitive Behavioural Therapy

Teaching About Mental Health

The skills, knowledge and understanding needed by our students 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 but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted Support

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

- Circle time approaches;
- Targeted use of SEAL resources;
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters';
- Self-regulation;
- Regular 'brain' breaks.

The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaire.
- The Boxall Profile.

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.

Identifying Needs and Warning Signs

All staff will support the wellbeing of their pupils by being aware 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 officers 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, and how to get about this, 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.

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;
- Paediatricians;
- CAMHS (Child and Adolescent Mental Health Service);
- Family Support Workers.
- Emotionally Healthy Schools

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. 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.