

Emotional Health and Well-Being Policy

At Newfield Park Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and 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. All children go through ups and downs during their school career and some face significant life events.

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or 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 concerning any mental health issues, and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

Purpose of the policy:

This policy sets out:

- How we promote positive mental health.
- How we prevent mental health problems.
- How we identify and support children with mental health needs.

- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems
- Key information about some common mental health problems.
- Where parents, staff and children can get further advice and support.

Definition of mental health and wellbeing:

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". Mental health and wellbeing is not just the absence of mental health problems.

We want all children/young people to:

- feel confident in themselves.
- be able to express a range of emotions appropriately.
- be able to make and maintain positive relationships with others.
- cope with the stresses of everyday life.
- manage times of stress and be able to deal with change.
- learn and achieve.

A whole school approach to promoting positive mental health:

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

This encompasses seven aspects:

- Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
- Helping children to develop social relationships, support each other and seek help when they need it.
- Helping children to be resilient learners.
- Teaching children social and emotional skills and an awareness of mental health.
- Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
- Effectively working with parents and carers.
- Supporting and training staff to develop their skills and their own resilience. We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

- Staff roles and responsibilities, including those with specific responsibility

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need. All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

Our Designated Safeguarding Lead, SENDCo, PSHE lead and Learning Mentors:

- Lead and work with other staff to coordinate whole school activities to promote positive mental health and wellbeing.
- Leads on PSHE teaching about strategies to support mental health.
- Provide advice and support to staff and organise training and updates.
- Co-ordinate contact with mental health services, and make individual referrals to them.

We recognise that many behaviours and emotional problems can be supported within the School environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

Sources of relevant support include:

- Senior Leadership Team (including DSL, Deputy DSLs and SENDCo)
- The Den (Nurture) support staff employed to manage mental health needs of particular children, trained in Attachment Theory and ELSA.
- School Nurse
- Artist in Residence/Forest School leaders
- Educational Psychologist/Behaviour Support/Phase Trust

Supporting children's positive mental health:

We believe the School has a key role in promoting children positive mental health and helping to prevent mental health problems. Our School has developed a range of strategies and approaches including:

- Charity events, Local and National initiatives and assemblies to raise awareness of mental health.
- Anti-Bullying Ambassadors to support pupils who are at risk of Bullying/Dudley Anti-Bullying accreditation.
- Play Pals – a lunchtime group supporting younger children at lunchtime.
- Transition Programme at key points eg/During entry to Nursery, Reception and secondary schools and also when pupils move up to their next year group.
- Reward system where children can receive Silver/Gold stickers from SLT and collect points to redeem at Reward Shop
- Worry boxes - a mechanism where children can anonymously share worries or concerns in class
- Artist In Residence/Music lessons provided by the DPA
- Opportunities to be physically active at playtimes
- Extra-curricular activities and opportunities to pursue sporting activities with our community.
- Support from SENDCo. SMEH needs identified, 1 page profile or Behaviour Plan where appropriate.
- Strong Pupil voice reflected in pupil conferencing relating to Teaching and Learning and various student groups eg/Eco-council, Maths Council, Prefect System.
- Circle times
- School Motto – Nurture, Inspire, Respect, Succeed and Newfield Park song.
- Nurture groups and staff trained in Attachment Theory/ELSA/Mental Health First Aid
- Newfield Park applied for and have been involved in a three year Nurture and Attachment Theory programme led by an Educational Psychologist
- Pupil Progress meetings between the wider leadership team and class teachers where pastoral issues are a high priority.
- Forest Schools and Outdoor Learning.
- Mindfulness activities
- Information provided on mental health issues and wellbeing through our school newsletter, Parents Noticeboard and emails.
- Having an 'open door' policy so that Parents can raise any concerns that they may have in a timely manner.
- Parenting Programmes
- Involvement of the School Nurse Service, Phase Trust and Cherry Tress Learning Centre.
- 'Meet and Greet' strategies for children with anxiety around school.

Through our PSHE curriculum and assembly timetable, we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

EYFS & Key Stage 1 children learn:

- To recognise, name and describe feelings including good and not so good feelings.
- Simple strategies for managing feelings.
- How their behaviour affects other people.
- About empathy and understanding other people's feelings.
- To cooperate and problem solve.
- To motivate themselves and persevere.
- How to 'self-regulate' during times of heightened emotion and use calming strategies.
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- Who to go to if they are worried.
- About different types of teasing and bullying, that these are wrong and unacceptable.
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

Key Stage 2 children learn:

- What positively and negatively affects their mental and emotional health (including the media).
- Positive and healthy coping strategies.
- About good and not so good feelings.
- To describe the range and intensity of their feelings to others.
- To recognise and respond appropriately to a wide range of feelings in others.
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- About resilience.
- How to motivate themselves and bounce back if they fail at something.
- How to empathise and be supportive of others.
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves.
- About the importance of talking to someone and how to get help.

Identifying, referring and supporting children with mental health needs:

- Provide a safe environment to enable children to express themselves and be listened to.
- Ensure the welfare and safety of children are paramount.
- Identify appropriate support for children based on their needs.
- Involve parents and carers when their child needs support.
- Involve children in the care and support they have.
- Monitor, review and evaluate the support with children and keep parents and carers updated.

Early Identification:

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent further deterioration. We do this in different ways including:

- Analysing behaviour, exclusions, visits to the medical room/school nurse, attendance and sanctions.
- Staff reporting concerns about individual children to the relevant lead persons.
- Regular meetings for staff to raise concerns.
- Gathering information from a previous school at transfer.
- Parental meetings in EYFS.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

Early Indicators of difficulties with Emotional Health and Well-Being:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Wearing long sleeves in hot weather.
- Drugs or alcohol misuse.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development. If there is a concern that a pupil is in danger of immediate

harm then the School's child protection procedures are followed. If there is a medical emergency then the School's procedures for medical emergencies are followed.

Disclosures by children and confidentiality:

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil. All disclosures are recorded on CPOMs, a digital recording system and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Assessment, Interventions and Support:

All concerns are reported to the SENDCo or DSLs and recorded. We then implement our assessment system, which is based on levels of need to ensure that children get the support they need, either from within the School or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating. Children and parents/carers will be involved in this process.

Within Newfield Park, Nurture staff have a three layered approach to support.

- Level 1: *'Drop-ins/Checking in'* Daily, informal contact with children asking them to explain how they are feeling, giving advice, reinforcing strategies, motivational messages etc. This may result in no further action for the day or additional 'Drop-ins' as required.
- Level 2: *Small group work*. This involves grouping children across Year groups with similar difficulties. A planned programme of activities is designed and linked to a key text. This intervention lasts for a term and progress is reviewed at the end of the programme of work.
- Level 3: *Individual work*. A specific, planned programme of activities is designed and linked to a key text. This intervention lasts for a term and progress is reviewed at the end of the programme of work.

At any point in this process, Newfield Park staff will use external, specialist support where necessary. This may involve the School Nurse Service, Behaviour Support, Cherry Trees Learning Centre or Phase Trust. Parents will also receive guidance as to how to refer to the Child and Adolescent Mental Health Service (CAMHS) through their GP.

Supporting and promoting the Mental Health and Well-being of staff:

Newfield Park recognises that is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing. This is achieved by:

- Reduction in workload - and regular review
- Limited planning where possible
- Well-being aspect to INSET and training
- Shout-out boards
- Positive feedback part of meeting pro forma
- Counselling sourced and offered where needed
- Termly supervision offered and paid for by school
- New to leadership internal and external 'links' for support
- Providing 'staff well-being' days.

Covid-19 response:

During the Covid-19 pandemic subsequent school closures, partial and full re-openings Newfield Park has adopted several measures to support the Emotional Health and Well-Being of children. These include:

- Vulnerable children invited back into school, including those with SMEH needs
- Regular welfare calls to children and families.
- A 'triage system' for any issues raised by welfare calls ensuring that appropriate support could be organised swiftly. This meant that concerns around learning, emotional support, I.T/devices, financial hardship and Free School Meals could be addressed swiftly.
- Follow up calls by Class Teachers or Learning Mentors for children experiencing loneliness or isolation.
- Loan of devices for families without access to the internet.
- Calls to vulnerable Parents/Carers who needed additional support.
- Refining remote learning so that teachers can be seen and heard by children.
- Improving teacher feedback' by the adoption of See Saw and Microsoft Teams.
- Improving communication with the creation of 'Year-group' mailboxes.
- Staff/school community videos available on the school website.
- Programme of assemblies to address Covid-19 and any related concerns.
- Regular 'mindfulness' activities.
- Nurture support for vulnerable children in school
- Involvement in mental health charity events and initiatives eg/ Blue Monday - Turning Dudley Green Schools - Mental Health Resource Packs/Hello Yellow/Children's Mental Health Week 2021
- Bereavement Policy developed
- Charity Boxes for vulnerable families during Half Term holidays

- Continuing to engage with outside agencies such as Family Support Workers, Phase Trust, School Nurse Service, CAMHs and Educational Psychology Team.
- Outside agencies providing additional support for families eg/Virtual Workshops, 1:1 phone calls and EP ELSA service
- Continuing to hold TAF/PEP/SEN meetings for vulnerable children to ensure the ongoing support of specialist agencies.

Useful links for Parents:

For support on specific mental health needs:

Anxiety UK www.anxietyuk.org.uk

OCD UK www.ocduk.org Depression Alliance www.depressoinalliance.org

Eating Disorders www.b-eat.co.uk and www.inourhands.com

National Self-Harm Network www.nshn.co.uk www.selfharm.co.uk

Suicidal thoughts Prevention of young suicide UK – PAPHYRUS: www.papyrus-uk.org

For general information and support:

www.youngminds.org.uk champions young people's mental health and wellbeing

www.mind.org.uk advice and support on mental health problems

www.minded.org.uk (e-learning)

www.time-to-change.org.uk tackles the stigma of mental health

www.rethink.org challenges attitudes towards mental health

<https://nowandbeyond.org.uk/>

Other Newfield Park related policies:

- Acceptable Use Policy (Pupils)
- Acceptable Use Policy (Staff)
- Anti-bullying Policy
- Attendance Policy
- Behaviour and Attitudes to Learning Policy
- Bereavement Policy
- Drug Education Policy
- Online Safety Policy
- PSHE Policy
- Safeguarding and Child Protection Policy

- SEND Policy
- Sex and Relationships Policy
- Staff Code of Conduct

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