

THE STOKE POGES SCHOOL

Children's Mental Health and Emotional Wellbeing Policy

Governors Committee Responsible for the Policy	Teaching and Learning Committee
Date Approved	September 2023
Recommended Review Period	Biannual
Date of Next Review	September 2025
Person Responsible for the Policy	Gerard Geraghty
Wellbeing Governor	Carole Powell

1. Aims

At The Stoke Poges School, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

This policy focuses on pupils' mental health and emotional wellbeing. It aims to:

- Set out our school's approach to promoting positive mental health and wellbeing for all pupils across our school
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health
- Support staff to identify and respond to early warning signs of mental health issues
- Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them with access to resources

This policy was written in consultation with staff and the mental wellbeing governor.

It should be read alongside the

- SEND and Inclusion Policy
- Behaviour Policy
- Anti-bullying Policy
- Child protection and Safeguarding Policy

2. Legislation and guidance

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
- Mental Health and Behaviour in Schools 2018
- SEND Code of Practice 2014

3. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform one or both Mental Health Leads.

Key members of staff and those in the wider school community have extra duties to lead on mental health and wellbeing in school. These include:

Role	Named staff member
DSL/ Designated Mental Health Lead	Headteacher, Ms Astley
Deputy DSL/ PSHE Coordinator	Mrs Benians
SENDCo/ Designated Mental Health Lead	Mr Gerard Geraghty
Emotional Literacy Support Assistant	Mrs Clare Shearer
Attendance Lead	Mrs Benians
Medical Leads	Mrs Lea Fetherston Mrs Jenny Lea
Governor for Wellbeing	Mrs Carole Powell
Governor for SEND	Mrs Carole Powell

4. Procedure to follow in a case of acute mental health crisis

See appendix 1.

5. Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

- Changes in:
 - Mood or energy level
 - Eating or sleeping patterns
 - Attitude in lessons or academic attainment
 - Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

6. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to the DSL or Deputy DSL in her absence. All disclosures are recorded on C-POMS.

When making a record of a disclosure, staff will include:

- The time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

7. Confidentiality

Staff will not promise a pupil that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the pupil will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures with at least 1 appropriate colleague. This will usually be the DSL. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents/carers will be informed unless there is a child protection concern. In this case the child protection and safeguarding policy will be followed.

7.1 Process for managing confidentiality around disclosures

1. Pupil makes a disclosure
2. The member of staff offers support
3. The member of staff explains the issues around confidentiality and rationale for sharing a disclosure with the DSL
4. The member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who the information will be shared with and why
5. The member of staff will record the disclosure on C-POMS and share the information with the DSL or Deputy DSL in her absence
6. The DSL will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

8. Supporting pupils

8.1 Baseline support for all pupils

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:

- Raising awareness of mental health during assemblies, through the PSHE curriculum and on mental health awareness days/weeks

- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of our school that is negatively impacting their mental health
- Monitoring pupils' mental health through an annually administered questionnaire
- Appointing two trained mental health leads with a strategic oversight of our whole school approach to mental health and wellbeing
- Appointing an Emotional Literacy Support Assistant (ELSA)
- Appointing a school counsellor
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
 - Worry boxes
 - Circle time
 - Self-referral to the ELSA

8.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the Mental Health Leads will take a graduated and case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above in section 8.1.

Our school will offer support in cycles of:

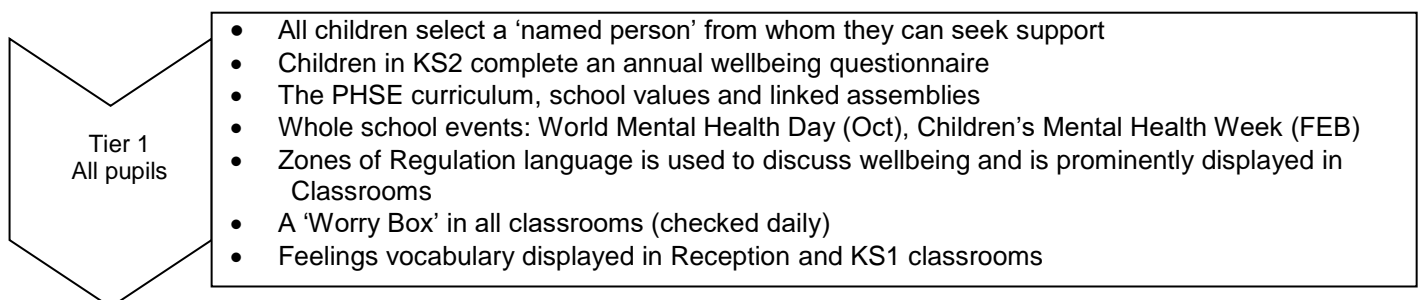
- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

8.3 Internal mental health interventions

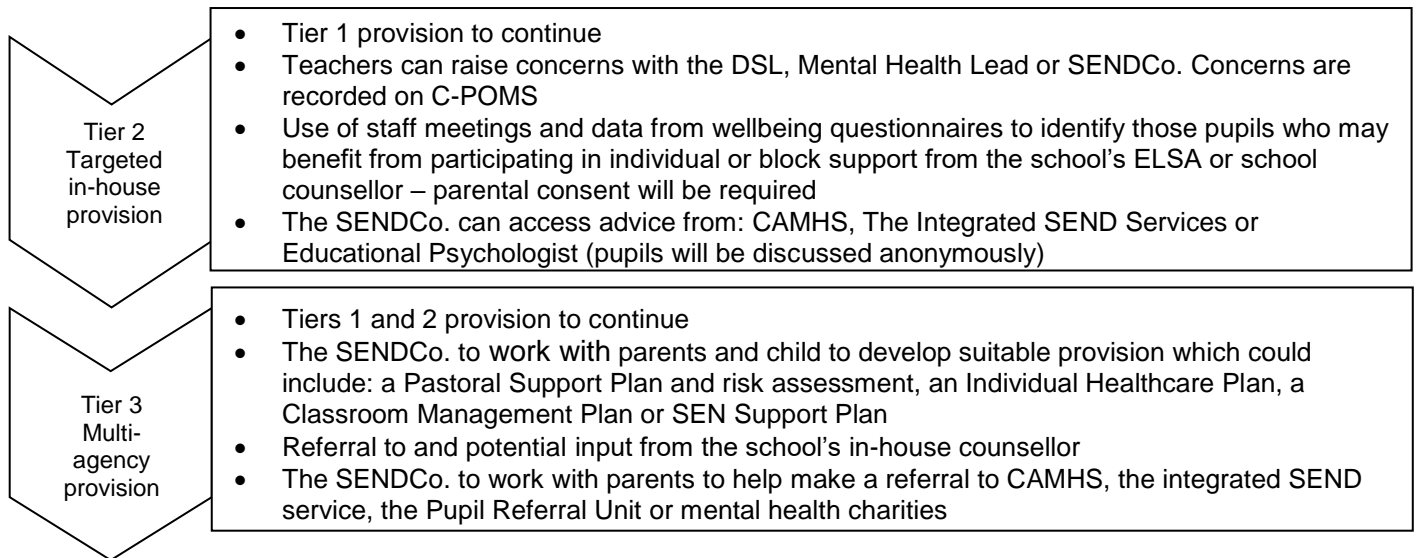
Where appropriate, a pupil will be offered support that is tailored to their needs as part of a graduated approach. The support offered at our school includes:

- ELSA small group or individual support
- A reduced timetable
- A time-out pass
- One-to-one counselling
- Anti-bullying work
- Identifying a key adult to build a positive and trusting relationship

At The Stoke Poges School the pupils' mental health needs are supported using a three-tiered approach:



- All children select a 'named person' from whom they can seek support
- Children in KS2 complete an annual wellbeing questionnaire
- The PHSE curriculum, school values and linked assemblies
- Whole school events: World Mental Health Day (Oct), Children's Mental Health Week (FEB)
- Zones of Regulation language is used to discuss wellbeing and is prominently displayed in Classrooms
- A 'Worry Box' in all classrooms (checked daily)
- Feelings vocabulary displayed in Reception and KS1 classrooms



8.4 Individual healthcare plans (IHPs)

A pupil will be offered an individual healthcare plan (IHP) if they have a professionally identified mental health condition that requires medical intervention.

IHPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's IHP will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The pupil's needs resulting from the condition
- Specific support for the pupil's educational, social and emotional needs
- The level of support needed
- Who will provide the support
- Who in our school needs to be aware of the child's condition
- What to do in an emergency

8.5 Making external referrals

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

A pupil could be referred to:

- Their GP or a paediatrician
- CAMHS
- Mental health charities (e.g. Young Minds)
- Bereavement services or charities

9. Supporting and collaborating with parents/carers

We will work with parents/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
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and 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/carer forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE and share ideas for extending and exploring this learning at home

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

These meetings can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed and action plans agreed in the meeting will be stored on C-POMS

If appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/carers (see section 8.4).

10. Supporting peers

Watching a friend experience poor mental health can be very challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- What it is helpful for friends to know and what they should not be told
- Strategies they can use to support their friends
- Things they should avoid doing/saying which may inadvertently cause upset
- Warning signs to look out for

Additionally, we will highlight with peers

- Where and how to access support for themselves
- Safe sources of further information about their friends condition
- Healthy ways of coping with the difficult emotions they may be feeling

11. Signposting

Sources of support are displayed around our school and on our school website, so pupils and parents/carers are aware of how they can get help. A list of national and local resources and services are included at appendix 2.

The Mental Health Leads, Ms Liz Astley and Mr Gerrard Geraghty, will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

12. Whole school approach to promoting mental health awareness

At The Stoke Poges School, we are committed to promoting positive mental health and emotional wellbeing to all pupils, their families and members of staff and governors. 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. Staff and governors understand the vulnerability of pupils with SEND and their increased risk of experiencing poorer mental health.

12.1 Mental health is taught in PSHE

We follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#) and use the Jigsaw scheme of work.

Our PHSE curriculum promotes pupil's wellbeing through the development of:

- Healthy coping strategies
- Challenging misconceptions around mental health
- Understanding their own emotional state
- Keeping themselves safe

For more information, see our PSHE curriculum on website

12.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when their mental health is deteriorating

13. Training

All staff will be offered training so they:

- Have a good understanding of what pupils' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help

Teaching teams have received training in the graduated response to children's mental health and use of ordinarily available provision to maximise inclusion for children with mental health needs. As a minimum, all staff will receive regular training in recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe. Ms Liz Astley and Mr Gerrard Geraghty have obtained the Mental Wellbeing Lead training.

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.

14. Support for staff

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

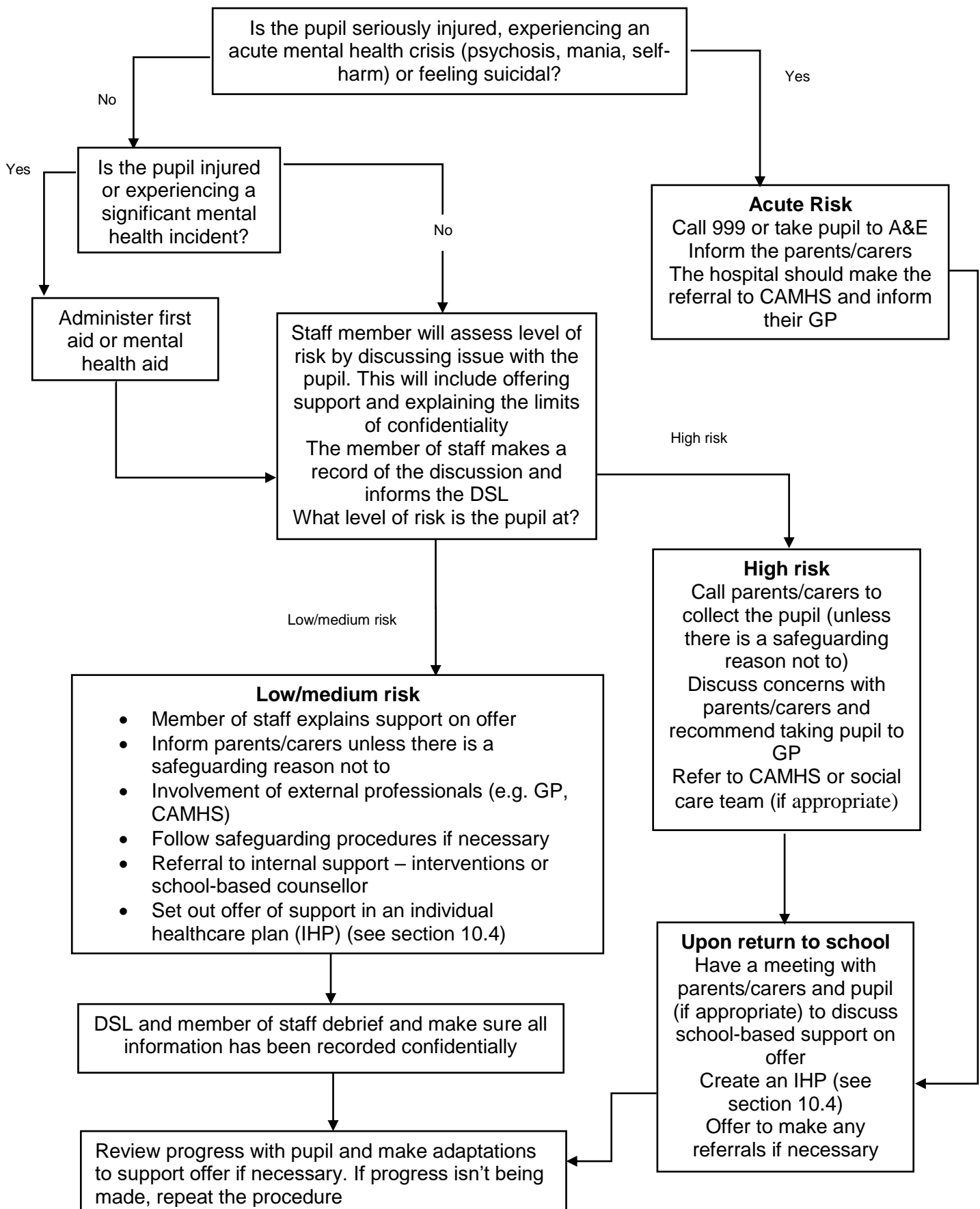
- Treat mental health concerns seriously
- Offer staff supervision sessions and access to the school's in-house counsellor
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment
- Signpost them to relevant external mental health services

15. Monitoring arrangements

This policy will be reviewed biannually by the Mental health lead and SENDCo. Mr Gerrard Geraghty. In addition, the policy will and updated when necessary to reflect local and national guidance. At every review, the Children's Mental Health and Emotional Wellbeing Policy will be approved by the Headteacher and the Wellbeing Governor.

Headteacher		Date	
Wellbeing Governor		Date	

Procedure to follow in a case of acute mental health crisis



APPENDIX 2 – RESOURCES AND SERVICES

National

- [Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Equality, diversity and inclusion statement - education inspection framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [School inspection handbook \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
- [Promoting children and young people's emotional health and wellbeing \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Local Authority

- [Family Information Service | Buckinghamshire Family Information Service](#)
- [Slough's Local Offer | Slough For You \(sloughfamilyservices.org.uk\)](https://sloughfamilyservices.org.uk)
- [Slough Services Guide | SEBDOS Parent Group Workshops](#)
- [Child and Adolescent Mental Health Service Buckinghamshire | Child and Adolescent Mental Health Service \(oxfordhealth.nhs.uk\)](https://oxfordhealth.nhs.uk)
- [Children and Adolescent Mental Health Services in Berkshire \(berkshirehealthcare.nhs.uk\)](https://berkshirehealthcare.nhs.uk)
- [The Buckinghamshire Primary Pupil Referral Unit | We aim to provide opportunities for all pupils to learn and achieve both academically and behaviourally \(bucksprimarypru.co.uk\)](https://bucksprimarypru.co.uk)
- [SEBDOS - Littledown Special School \(littledownschool.co.uk\)](https://littledownschool.co.uk)

Charities/ National Organisations

- [autism progression framework - Autism Education Trust](#)
- [Children's Mental Health Week \(place2be.org.uk\)](https://place2be.org.uk)
- [World Mental Health Day 2021 - National Awareness Days Calendar 2021](#)
- [Mapping PoS to Statutory guidance July 2019 update.pdf \(pshe-association.org.uk\)](https://pshe-association.org.uk)
- [Engaging with parents and carers | Childrens mental health and wellbeing in schools | Anna Freud Centre](#)
- [Advice for parents and carers of primary school pupils | Talking mental health primary school | Anna Freud Centre](#)
- [Working with Parents to Support Children's Learning | Education Endowment Foundation | EEF](#)
- <https://www.annafreud.org/schools-and-colleges/resources/wellbeing-measurement-for-schools-staff-survey/>
- <https://www.annafreud.org/schools-and-colleges/resources/supporting-staff-wellbeing-in-schools/>
- [Home : Mentally Healthy Schools](#)

Commissioned services

- [The Chiltern & South Bucks team | SchoolsWeb \(buckscc.gov.uk\)](https://buckscc.gov.uk)
- [Integrated Support Service | The Link \(slough.gov.uk\)](https://slough.gov.uk)

Short term services

- [Family Information Service | Buckinghamshire Family Information Service](#)
- [Slough's Local Offer | Slough For You \(sloughfamilyservices.org.uk\)](https://sloughfamilyservices.org.uk)
- [Slough Services Guide | SEBDOS Parent Group Workshops](#)
- [Solihull Approach | Understanding your child \(solihullapproachparenting.com\)](https://solihullapproachparenting.com)

From bump to 19 years,
lifetime access



Go to
www.inourplace.co.uk
Apply access code:
PARENTING
(Please note SURREY residents must
use ACCESS CODE: **ACORN**)
Apply the 'ACCESS' code for a 100% discount!
Fill in some details to create an account.
To return to the course(s) go to
www.inourplace.co.uk and sign in!

ASCOT • BRACKNELL • FARNHAM • MAIDENHEAD • NORTH EAST HAMPSHIRE • SLOUGH • WINDSOR • SOUTH BUCKS

*FREE if you live in any of these areas

For technical support contact
solihull.approach-parenting@heartofengland.nhs.uk
or 0121 296 4448 Mon-Fri 9am-5pm

Businesses

- [Branch maps – Cherry Garden School](#)
- [Primary and Secondary PSHE fulfilling RSE | Jigsaw PSHE Ltd](#)
- [The Zones of Regulations: A concept to foster self-regulation & Emotional Control - Welcome](#)