



## Macaulay Primary Academy Emotional Well Being and Mental Health Policy

### Mission Statement

Our mission is to improve children and young people's lives by making learning, safeguarding and mental health top of our agenda. We believe that no child or young person should have to struggle in anyway and or face mental health problems alone. Our school staff work passionately to support pupils to manage challenges in their lives, empowering them to be the best possible person they can be, happy, healthy and free from harm.

### Policy Statement

At Macaulay Primary Academy, 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

#### **We pursue our aims through:**

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement/ loss/ separation etc.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties.

#### **Scope**

This policy should be read in conjunction with our Medical policy and our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour, Anti-bullying, PSHE and SMSC policies. It should also sit alongside the Safeguarding Policy and 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:

Tom Herrick: Head of Academy

- Claire Wong- Counselling Therapy and Family Support Leader including Designated Safeguarding Lead

Chris Suich: SENDCo

- Tracy Griffin – Learning Mentor
- Simon Harrison – Learning Mentor

#### **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 Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner. JIGSAW is the programme of work used as part of our whole school approach in promoting positive Mental Health.

## **Targeted support**

The school will offer support through targeted approaches for individual pupils or groups of pupils . These pupils may be identified by educational staff or referred by parents/ other professionals. The intervention may include:

- o Circle time approaches or 'circle of friends' activities.
- o Targeted use of SEAL resources.
- o Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- o Managing emotions resources such as 'the incredible 5 point scale' , Talk around cards, Social stories etc
- o Emotional Well being groups
- o Confidence, assertiveness self esteem programmes
- o Therapeutic activities including art, lego and relaxation and mindfulness techniques.

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

- o Thrive
- o Signs of Safety
- o Strengths and Difficulties questionnaire
- o 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 have to be able to identify the range of possible factors which can impact on positive Mental Health. These include:

- 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 Counselling Therapy and Family Support Leader (inc DSL) or member of staff identified on Page 2 of this policy. Possible warning signs include:

- Changes in eating (over/ undereating) / sleeping habits
- Becoming socially withdrawn/ change in relationships
- 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
- Change in presentation (personal hygiene)

**Working with Parents we will:**

- Highlight sources of information and support about mental health and emotional wellbeing on our school website/ Twitter page
- Ensure that all parents are aware of who to talk to, and how to go 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 and share ideas for extending and exploring this learning at home.

**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:

- o The school nurse
- o Social Workers
- o Educational psychology services
- o Paediatricians
- o YMM (previously known as CAMHS child and adolescent mental health service)

- o COMPASS GO (low intensity mental health interventions)
- o Family Hubs/ Family support workers
- o Therapists

### **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 in order to enable them to keep students safe.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue. 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 as appropriate.