



Mental Health and Emotional Wellbeing Policy

Berkeley Primary School

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1. Safeguarding

At Berkeley Primary, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Berkeley Primary School. We recognise our responsibility to safeguard all who access the school and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

2. Vision

Here at Berkeley Primary it is recognised that Emotional Wellbeing determines a child's ability to access learning, which in turn results in a positive attitude and good behaviour. We celebrate and value our diverse community. Our nurturing and inclusive environment allows children to learn and demonstrate respect for others and themselves, with a particular focus on developing and maintaining positive Mental Health and Well-being. Nominated members of staff receive professional Mental Health Lead training.

At Berkeley Primary, we are committed to promoting positive mental health and emotional wellbeing to all students, 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 pupils' mental health and well-being.

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".

3. Aims

Berkeley Primary aims to promote positive mental health for every child, parent/carer and staff member. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at identified vulnerable pupils and families.

Berkeley Primary School aims to:

- Increase understanding and awareness of common mental health difficulties;
- Enable staff to implement professional curiosity when exploring the early warning signs of mental health difficulties in children in order to respond to their needs in a timely and appropriate manner;
- Enable staff to understand how and when to access support when working with young people with mental health difficulties;
- Provide the right support to children with mental health difficulties, and know where to signpost them and their parents/carers for specific support;
- Develop resilience amongst children and raise awareness of resilience building techniques;
- Instil a culture of staff and children's welfare where everyone is aware of signs and symptoms of individual needs and how to respond with care and nurture.



4. Key Staff members

This policy aims to ensure all staff take responsibility to promote the mental health of children, however key members of staff have specific roles to play:

Designated safeguarding team	Miss H Earl (Lead) Miss W Howlett (Deputy Lead) Mrs J Allen (Family worker) Mrs A Neall (Family worker)
Senior Mental Health Lead	Mrs A Neall (Family worker)
Mental Health Champions	Mrs A Neall (Family worker) Mrs T Suddaby (SENDSCO)
PHSCE coordinator	Miss F Marshall

If a member of staff is concerned about the mental health or wellbeing of a child, in the first instance they should speak to a member of the safeguarding team.

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 (please see safeguarding policy).

5. Teaching about Mental Health

PSHE is taught within our curriculum themes if the topic is appropriate. If the theme does not support the teaching of PSHE it will be taught as a 'stand-alone' subject with individual time allocation. Planning for our PSHE curriculum is taken from the SCARF PSHE scheme published by Croam Life Education for Nursery to KS2. The six core areas of learning are:

- Me and My Relationships
- Valuing Differences
- Keeping Safe
- Rights and Respect
- Being my Best
- Growing and Changing

The skills, knowledge and understanding our children's need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE curriculum.

Incorporating this into our curriculum at all stages is a good opportunity to promote children's wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people. If issues arise within certain classes or year groups, these are addressed through 'one off' or a short series of sessions aimed to address immediately and effectively.

6. Identification of needs

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



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- Worry box for children to raise concerns which are checked by the class teachers and Teaching Assistants
- Staff being vigilant and knowing their children, therefore knowing if there are changes in their behaviour
- 'The three houses' nurture activity completed with children to identify worries, dreams and strengths
 - Wishes and Feelings
- Pupil Progress Review meetings
- Analysing behaviour, children at risk of exclusions and attendance
- BOXALL profiles
- Gathering information from a previous school at transfer, or from previous teacher during transition to the next class
- Parental meetings
- Enabling parents and carers to raise concerns to any member of staff

Staff may become aware of warning signs which indicate a child is experiencing mental health or emotional well-being difficulties. These warning signs should always be taken seriously and staff observing any of these should alert a key member of staff.

Possible warning signs could 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
- A change in academic levels and work ethic.
- Talking or using humour around 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
- A reluctance to participate in 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. Managing disclosures

If a child chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental. It is important to recognise the child has chosen that trusted adult to share this information, so they should not be taken to another adult. All disclosures will be recorded confidentially on CPOMS by the member of staff that the disclosure was made to, making sure that:

- The correct date and time of the disclosure is entered;
- The nature of the disclosure and main points are clearly entered using the child's own words during the conversation;
- Which key member of staff this disclosure was passed on to;
- The child must be made aware that what they are sharing will not be kept a secret;
- Where safe to do so the parent/carer will always be informed of any relevant needed to be taken.



8. Targeted support

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

- ELSA support sessions
- THRIVE support sessions
- Targeted intervention by one of our Emotional support worker
- Theraplay informed practices in groups and individually
- Circle time approaches or 'circle of friends' activities.
- Managing feelings resources e.g. 'worry boxes' and 'worry monster'
- The Den- in school nurture group
- Well-being after school club
- 'With me in Mind' sessions

9. Working with external agencies

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders. We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps. School referrals to a specialist service will be made by the Lead Learning Mentor or Mental Health Lead / SENDCO following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil's specific needs.

Some of the other agencies we may refer to in order to support children's emotional health and wellbeing include:

- The school nurse
- Educational psychology services
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Family support workers
- With me in mind
- Behaviour support teams

10. Working with and supporting parents

In order to support parents we will:

- 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 and share ideas for extending and exploring this learning at home.



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We are aware that parents and carers react in different ways to knowing their child has a mental health difficulty and we will be sensitive and supportive. We also aim to reassure by explaining that mental health difficulties are common, and that help and advice are available.

When a concern has been raised, the school will:

- Contact parents and carers and meet with them.
- Offer information to take away and places to seek further information
- Be available for follow up calls.
- Make a record of the meeting.
- Agree a plan of action including clear next steps.
- Discuss how the parents and carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.

Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves. We give children the option of informing their parents and carers about their mental health needs for themselves or of accompanying and supporting them to do so.

We make every effort to support parents and carers to access services where appropriate. Our primary concern is the children, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

11. Supporting peers

When a pupil is suffering from mental health difficulties, 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

12. Training

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help. 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. Training opportunities for staff who require more in-depth knowledge will be put into place to ensure we have the knowledge needed to support our community.