

# Perryfields Primary PRU



## MENTAL HEALTH AND WELL-BEING POLICY

<b>Review Date</b>	<b>Reviewed Date</b>	<b>Reviewer (Who?)</b>	<b>Approved By Name and Date</b>
<b>March 2022</b>	<b>15.03.22</b>	<b>Sarah Vaughan Mental Health and Well-Being Lead</b>	<b>Education Sub Committee 15.03.22</b>
<b>March 2024</b>			
<b>March 2026</b>			

<b>Minutes Reference</b>	4.14 15.03.22
<b>Signature of Chair</b>	

## Policy Statement

At Perryfields Primary PRU we are committed to supporting the emotional health and well-being of all 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 responsibility and that we all have a role to play.

At our school we:

- help pupils and staff to understand their emotions and feelings
- help pupils and staff to feel comfortable sharing any concerns or worries
- help pupils and staff socially to develop and maintain relationships
- promote self-esteem and ensure pupils and staff know that they matter
- encourage pupils and staff to be confident and 'dare to be different'
- help pupils and staff 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 and staff voice and opportunities to participate in decision-making
- Celebrating both academic and non-academic achievements
- Providing opportunities to develop a sense of self-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 difficulties including; exclusion and trauma
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder.

## **Scope**

This policy should be read in conjunction with our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Relationships and Behaviour and Anti-bullying, and PSHE and SMSC policies. It also sits alongside child protection procedures.

## **Lead Members of Staff**

Whilst all staff have a responsibility to promote the mental health of pupils, staff with a specific, relevant remit include:

- Steph Halliday - DSL
- Pete Hines / Rob Harrison / Sarah Vaughan - DDSL
- Sarah Vaughan - Mental Health and well-being lead

## **Teaching about Mental Health**

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort alongside the use of Jigsaw and the PHSE 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:

- Thrive and Trauma Informed embedded approach throughout the unit
- Targeted Jigsaw resources
- Managing feelings resources e.g. 'worry boxes'
- Therapeutic activities including art, lego and relaxation, yoga, massage and mindfulness techniques.
- Play Therapy
  - o Strengths and Difficulties questionnaire
  - o The Boxall Profile
  - o Emotional literacy scales

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

### **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 (See Appendix)**

All staff will complete termly wellbeing trackers on their pupils aimed at identifying a range 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 are always be taken seriously and staff observing any of these warning signs communicate their concerns with the DSL / DDSL.

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
- ✚ Changes in behaviour

### **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. Parent Press
- Ensure that all parents are aware of who to talk to, and how to access this, if they have concerns about their child
- Share ideas about how parents can support positive mental health in their pupils
- Keep parents informed about the mental health topics their pupils 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 pupils's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- Behaviour support through Perryfields Primary PRU Outreach Prevention Work Offer
- Paediatricians
- CAMHS (child and adolescent mental health service) / CAMHS Cast
- Counselling services
- Play therapist
- Early help family support

### **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 pupils safe.
- The PHSE Association Guidance portal
- Continued CPD to support staff with specific pupils; ( ongoing Thrive / Trauma Informed training)

