



Mission Statement

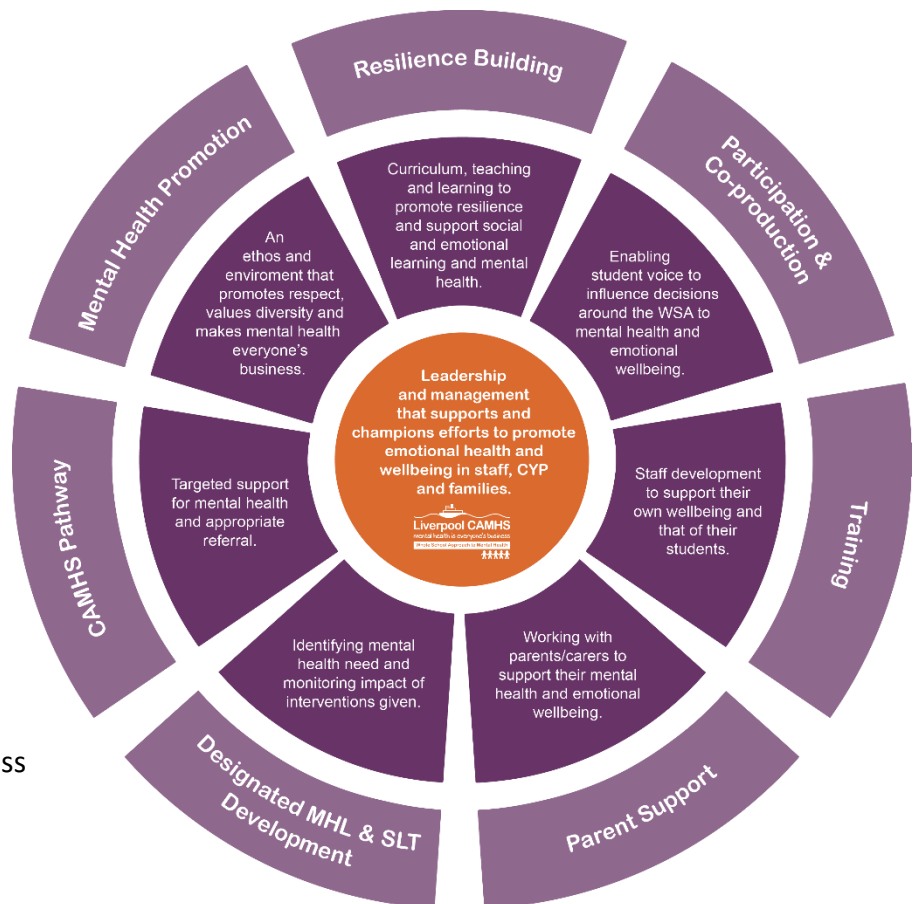
We are friends journeying with Jesus in faith, hope and trust as we live, love and learn together

Emmaus Primary School Mental Health and Emotional Wellbeing Policy

A Whole School Approach to Mental Health and Emotional Wellbeing

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1.0 Policy statement

At Emmaus, we are committed to promoting a whole school approach to positive mental health and emotional wellbeing for all children, their families and members of staff and governors. Our open culture allows pupil 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.

2.0 Scope

This policy is a guide to all staff – including non-teaching and governors – outlining our whole school approach to promoting mental health and emotional wellbeing. It should be read in conjunction with all other relevant school policies.

3.0 Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and pupils.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in pupils.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to our young people with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst our children and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their own wellbeing.
- Instilling a culture of staff and pupil welfare where everyone is aware of signs and symptoms, with effective signposting underpinned by behaviour and welfare across our school.

4.0 Key staff members

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

- Whole School Approach Strategic Mental Health Lead (Liz Kelly)
- Designated Mental Health Lead/Team (Liz Kelly/Chris McGivern)
- School Commissioned Mental Health Staff (ACES, MYA, ADHD Foundation, OSSME, ES Mindfulness)
- Designated Safeguarding Lead (Liz Kelly)
- SENCO (Liz Kelly)
- ROAR/MHFA trained staff (All staff)
- PSHE Coordinator (Tracey Martin)
- External Education Mental Health Team (MHST, YPAS Seedlings, Wellbeing Clinic, Fresh CAMHS Senior Practitioner, ADHD Foundation)

If a member of staff is concerned about the mental health or wellbeing of child, in the first instance they should speak to the Designated Mental Health Lead, **Liz Kelly**.

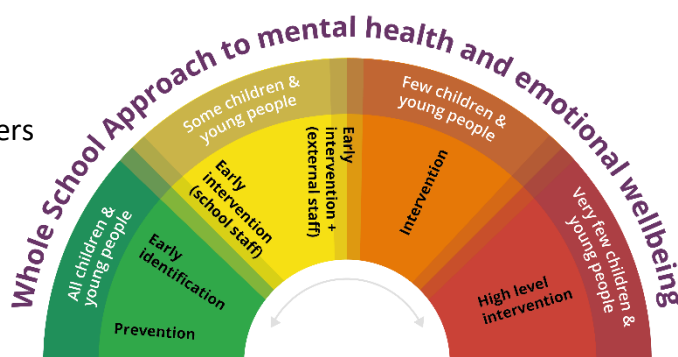
They should also refer to **Emmaus Mental Health and Wellbeing Pathway and Pastoral Referral Form**.

If there is a concern that the pupil is high risk or in danger of immediate harm, the school's child protection procedures will be followed immediately.

If the child presents a high-risk medical emergency, relevant procedures will be followed, including involving the emergency services if necessary.

5.0 Levels of Need

Levels of need are used to help education providers and services to determine the type of support that might be needed for children/young people. There are 4 levels:



Green = Prevention and early identification. This level is for all children and young people and represents the basic level of mental health awareness and support strategies that all children and young people need for positive emotional wellbeing.

Yellow = Early Intervention. At this level of need children/young people will be showing early signs of distress that may be the start of an emerging mental health issue. Short-term interventions that build coping strategies are given to prevent these issues from developing – small changes to prevent bigger challenges.

Orange = Intervention. At this level children and young people will need more specific support as their mental health problem will be more developed and significantly impacting their day-to-day life. There may also be other complexities such as trauma or neurodevelopmental conditions. Interventions are chosen to suit the needs of each child/young person and will vary in modality, and intensity.

Red = High Level Intervention. At this level children and young people will need high-level support for mental health conditions that require support from Alder Hey Fresh CAMHS. Children may be at crisis point, require medication, or several different types of specialist support.

5.1 Individual Care Plans

When a pupil has received a diagnosis of a mental health difficulty, or is receiving support either through CAMHS or another organisation (orange/red level), an Individual Care Plan will be drawn up. The development of this plan will involve the pupil, parents/carers and relevant professionals.

Elements of this plan include:

- Details of the pupil's situation/condition/diagnosis.
- Special requirements or strategies, and necessary precautions.
- Medication and any side effects.
- Who to contact in an emergency.
- For pupils who self-harm or have had suicidal ideation, a safety plan will be drawn up (Serious Suicide awareness training).
- The role of the school and specific staff.

6.0 Mental Health Promotion

Mental Health and wellbeing is a priority for everyone at Emmaus and an environment that fosters inclusion, diversity and respect is promoted throughout.

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

We also follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing>

Incorporating this into our curriculum at all stages provides an excellent opportunity to promote pupil wellbeing through the development of healthy coping strategies and an understanding of their own emotions and those of others.

In addition, staff use these lessons as a vehicle for providing support for pupils who present with emotional difficulties and support them with strategies to keep themselves healthy and safe, alongside encouraging our children to support their own peers who may be facing challenges. **See Section 14 for Supporting Peers.**

7.0 Signposting

At Emmaus, we will ensure that staff, pupils and parents/carers are aware of the support and services available to them, and how they can access these services. Through our communication channels such as newsletter, website, parent app, Twitter, Instagram, we will share and display relevant information about local and national support services and events and will also specifically target individual pupils and parents/carers.

The aim of this is to ensure all pupils understand:

- What help is available
- Who it is aimed at
- How to access it
- Why they should access it
- What is likely to happen

8.0 Emmaus Mental Health and Wellbeing Pathway

Emmaus School's mental health and wellbeing pathway maps the support available to children across all levels of need.

School Based Support:

- Individualised and small group Pastoral support in our green room nurture base **(GREEN/YELLOW)**
- Daily ROAR rainbow number identification to support children in communicating how they are feeling throughout the day **(GREEN)**
- Lunchtime support in the green room/KS1 break out room to reduce stress and anxiety **(GREEN/YELLOW)**
- REACT intervention group to manage anxiety and promote positive mental health **(YELLOW)**
- ACES intervention to support mental health and emotional well-being **(YELLOW)**
- ROCKET peer resilience programme to enable pupils to develop resilience and manage conflict **(YELLOW)**
- Bully busters programme to support all children in understanding bullying and developing strategies to report it and manage it **(GREEN)**
- MHST individual and small group work involving a talk based therapeutic approach to managing emotions and worries **(YELLOW)**
- ADHD Foundation therapeutic intervention involving play based talk therapy **(YELLOW)**

Local Support:

In Liverpool, there are a range of organisations and groups offering support at orange level, including the Education Mental Health Teams **(ORANGE/RED)**: CAMHS partnership, YPAS, Advanced Solutions, Isabella Trust, LIPVAC, MYA and other groups of providers specialising in children and young people's mental health and wellbeing.

These teams deliver accessible support to our children and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation.

National Support:

The mental health lead is mindful of national organisations that offer support for children and families and will signpost where appropriate.

9.0 Recognising signs and symptoms of mental distress

Staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing difficulties. These warning signs will always be taken seriously and staff observing any of these warning signs know to alert **Liz Kelly** immediately.

Possible warning signs for staff to be aware of 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
- Lowering of academic achievement
- Talking or joking about 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
- Skipping PE or getting changed secretly
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause

10.0 Targeted support

At Emmaus, we recognise some children and young people are at greater risk of experiencing poorer mental health, for example: those who are in care; young carers; those who have had previous access to CAMHS; those who have experienced trauma; those living with parents/carers with a mental illness/addiction and those living in households experiencing domestic violence.

We work closely with school nurses and their teams, family support workers and social workers in supporting the emotional and mental health needs of our children so they are equipped to work

at community, family and individual levels. This ensures all teams are robust in identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of pupils who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems
- Working closely with Children's Services, Liverpool CAMHS and other agencies services to follow various protocols including assessment and referral
- Identifying and assessing, in line with the Early Help Assessment Tool (EHAT), children who are showing early signs of anxiety, emotional distress, or behavioural problems
- Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Care Plan as the first stage of a 'stepped care' approach
- Providing a range of interventions that have been proven to be effective, according to the child's needs
- Ensuring our children have access to pastoral care and support, as well as specialist services, including Liverpool CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur
- Providing our children with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered takes account of local community and education policies and protocols regarding confidentiality
- Providing all children with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it
- Ensuring the identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014 are met
- Ensuring that our school is ACE aware and embraces trauma-informed practice.

11.0 Managing disclosures

If a pupil chooses to disclose mental health concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures will be recorded confidentially on the CPOMS system and will include:

- Date
- Name of member of staff to whom disclosure was made
- Nature of the disclosure and main points discussed
- Agreed next steps/actions

This information will be shared with SLT.

12.0 Confidentiality

If a member of staff feels it is necessary to pass on concerns about a pupil to either someone within or outside of the school, then this will be first discussed with the pupil. They will be informed:

- Who we are going to speak to
- What we plan to tell them
- Why they need to be told
- When we will speak to them

Ideally, consent will be gained from the pupil and their parent/carer first.

However, there may be instances when information must be shared if a child is in danger of harm. In this instance the schools safeguarding policy will be followed immediately.

It is important to also safeguard staff emotional wellbeing. Sharing a disclosure with a colleague who is part of the safeguarding team, ensures one single member of staff is not solely responsible for the pupil. This also provides continuity of care should staff absence occur and provides opportunities for ideas and support.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, child protection procedures will be followed.

13.0 Parents/carers

13.1 Working with parents/carers

We recognise that pupil's wellbeing is impacted by the systems that they exist in – the primary one being the family. The school will support staff and outside agencies to work with parents/carers so that they can support their child.

We will do this with the following in mind:

- Parents/carers may prefer a virtual meeting rather than face to face.
- Some parents are uncomfortable in school premises so a neutral venue may be appropriate.
- Who should be present – pupil, staff, parents, support agencies?
- What are the aims of the meeting and expected outcomes?

We are mindful that, for a parent/carer, hearing about their child's difficulties can be upsetting and distressing. They may therefore respond in various ways which we will be prepared for and allow time for them to reflect and come to terms with their situation.

Signposting parents/carers to relevant agencies, sources of information and support is crucial at this stage. By the end of the meeting, lines of communication will be kept open and a follow-up meeting will always be arranged.

A record of the meeting and points discussed/agreed will be added to CPOMS and an Individual Care Plan created if appropriate.

13.2 Supporting parents

At Emmaus, we recognise the significant role a family plays in influencing their child's emotional health and wellbeing and ensure we work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents/carers are aware of and have access to materials promoting social and emotional wellbeing and preventing mental health problems

- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters, parent app, twitter etc.)
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by children's centres, community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

14.0 Supporting Peers

When a child is suffering from mental health issues, 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 with the pupil who is suffering and their parents/carers 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 (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

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

15.0 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 to enable them to keep students safe. All staff will receive ROAR training and the mental health lead will have Mental Health First Aid training (completed 2018).

Our designated WSA strategic lead and mental health operational lead, Liz Kelly, will attend the WSA termly network meetings.

We will continue to place relevant information on our website/school app for staff, parents/carers and pupils who wish to learn more about mental health.

Regular training will be also be accessed through <https://www.liverpoolcamhs.com/training/>.

The MindEd learning portal will be used to provide 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 appraisal process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with pupils/families.

Training sessions for all staff will be arranged to promote learning or understanding about issues related to mental health and emotional wellbeing.

Suggestions for individual, group or whole school CPD will be discussed with **Liz Kelly** who can also highlight sources of relevant training and support for individuals as needed.

16.0 Policy Review

This policy will be reviewed every two years as a minimum. The next review date is **March 2024**.

The policy will be updated when necessary to reflect local and national changes. This is the responsibility of **Liz Kelly**.

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Any personnel changes will be implemented immediately.

March 2023