



Mental Health and Emotional Wellbeing Policy Including EYFS

IMPORTANT: For the academic year 2021 – 2022, head/headteacher will be the Principal and therefore these titles are interchangeable.

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Mr Tim Cannell

Date introduced: 1 November 2021

Date of next review: August 2022

Related Policies and Documents

- Safeguarding and Child Protection Policy
- E-safety policy
- PSHE Curriculum and scheme of work
- RSE Curriculum and scheme of work

Policy Statement

- At Parsons Green Prep 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 that children know that they count
- encourage children to be confident
- 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
- using Zones of Regulation throughout the school to aid pupils in identifying their feelings
- 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.
- 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 First Aid, Medication, Illness and Accident 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 and Anti-bullying, and PSHE and RSE policies. It also sits alongside the Safeguarding and Child Protection Policy.

Lead Members of Staff

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

- Mrs Marina Hobden - SENDCO and Mental Health and Emotional wellbeing lead
- Mr Lee Bradshaw - Head of EYFS

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 Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

We are aware of the increasing pressures put upon children via the internet and digital media and how this can have a significant impact on the mental health of a person. This policy should be read in conjunction with the E-safety Policy.

Mindfulness sessions with all year groups are delivered throughout the year.

Targeted support

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

- circle time
- managing feelings resources, e.g. 'worry boxes' and 'worry eaters'



- managing emotions resources such as Zones of Regulation
- therapeutic activities including art, LEGO and relaxation and mindfulness techniques.

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 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.

The 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 designated safeguarding lead (DSL) as well as the emotional wellbeing lead as appropriate.

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.

Supporting Peers

We understand that, when a student is suffering from mental health issues, it can be a difficult time for their peers. In response to this, we will consider, on a case-by-case basis, any peers that may need additional support. We will provide support in a one-on-one or group setting. The sessions will be guided by the student, but they will discuss how peers can help, how peers can access support themselves, and healthy ways of coping with any emotions they might be feeling.



Managing Disclosures/Confidentiality

All matters relating to mental health will be considered as a safeguarding issue and protocols surrounding disclosures and confidentiality will be dealt with as outlined in the Safeguarding and Child Protection Policy.

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
- 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 Mental Health and Emotional Wellbeing 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 RSE and share ideas for extending and exploring this learning at home
- work 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:

- educational psychology services
- CAMHS (child and adolescent mental health service) or counselling services
- family support workers
- therapists.

Mental Health of Staff

We take seriously the mental health of staff and the need to support them in times of difficulty. Staff may wish:

- to talk to the Head or senior member of staff where, through discussion, the school is able to support through making reasonable adjustments, signposting to get further help, or offering general support in other ways
- to contact the school counselling service for staff.

To access the free confidential counselling service available through the school's insurance policy staff should:

1. call 0117 933 0687 during the hours of 9am to 5pm
2. tell the operator you wish to use the counselling service and give the scheme reference number, 202604
3. you will be asked to give them your contact details and then you will be put through to a counsellor.

If you have any questions about the service please speak with the HR manager.



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.

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 to developing situations with one or more pupils.