

	<p style="text-align: center;">Our School Vision</p> <p>Our school is a community where each person is valued as a child of God. We are a Church of England school, inspired and guided by the life and teaching of Jesus. We work together to create a caring, friendly and safe school family, to enable the whole school community to flourish and each person reach their full God-given potential.</p>	<p style="text-align: center;">Our core values</p> <p>friendship hope perseverance</p>
<p style="text-align: center;">Our Motto</p> <p style="text-align: center;"><i>"The ones who plant and the ones who water work together as a team with the same purpose."</i></p> <p style="text-align: center;">1 Corinthians 3:8</p> <p style="text-align: center;">We believe that with God's help when we all work as a TEAM - Together Everyone Achieves More.</p>		
<p style="text-align: center;">Our Mission (INTENT)</p> <p style="text-align: center;">At Donnington Wood CE Junior School we will</p> <ul style="list-style-type: none"> • put the safety of everyone as a priority so we can work in trust and peace. • encourage everyone to understand the true meaning of friendship, fellowship and community by acting with humility, compassion and in service to each other. • be inclusive so everyone is valued and respected and where tolerance and diversity are celebrated. • seek out every opportunity to ensure that all of us flourish in all that we do, developing wisdom and creativity, through an ambitious and broad curriculum that challenges expectations, deepens knowledge and develops skills. • empower pupils and adults to develop hope and perseverance, so that they are able to engage/explore the challenges of school and the wider world. • nurture the spiritual development of our school fellowship, develop tolerance of other faiths, beliefs and cultures and build religious literacy through collective worship of God and teaching of RE. • champion our values to equip our children ready for their future as respectful individuals, life-long learners and active citizens in society (justice). 		
<p style="text-align: center;">This Vision and Mission will be evident in all we do, from the way we work together to the attitudes to life you will see us show.</p>		

Donnington Wood C of E Junior School

Mental Health and Emotional Wellbeing Policy

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1.0 Policy statement

At Donnington Wood Church Of England Junior School, we are committed to promoting positive mental health and emotional wellbeing to all students, their families, members of staff and governors. Through our core school values of hope, perseverance and friendship, our open culture allows students' voices to be heard, and we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

At our school, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everybody's responsibility. We all have a role to play.

2.0 Scope

This policy is a guide to all stakeholders– including non-teaching and governors – outlining Donnington Wood C of E Junior School's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies (outlined in section 13.3).

3.0 Policy Aims

This policy shows students, their parents, staff and Governors that the school is committed to promoting positive mental health and wellbeing. Additionally, it signals to all, that the school is understanding of mental health issues and encourages them to come forward with their difficulties.

Our mentally healthy school is one that has a whole-school approach to the topic of mental health and sees the mental health of its students, staff, and parents as everybody's responsibility.

At our school, we will always:

- Help children to understand their emotions and experiences better.
- Ensure our students feel comfortable sharing any concerns and worries.
- Help children to form and maintain relationships.

- Encourage children to be confident and help to promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks.
- We will always promote a healthy environment by:
 - Promoting our school values and encouraging a sense of belonging and community.
 - Providing opportunities to develop a sense of worth and to reflect.
 - Promoting our students' voices and giving them the opportunity to participate in decision making.
 - Celebrating each student for who they are and making every student feel valued and respected.
 - Promote positive mental health and emotional wellbeing in all staff and students.
 - Increase understanding and awareness of common mental health issues.
 - Enable staff to identify and respond to early warning signs of mental ill health in students.
 - Enable staff to understand how and when to access support when working with young people with mental health issues.
 - Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.
 - Develop resilience amongst students 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 wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

4.0 Key staff members

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

Pastoral Support Manager

- Rachael Ganderton

Mental Health First Aiders

- Ben Cole (Bedazzle)
- Rachael Ganderton

Designated Safeguarding Leads (DSL)

- Robert Fox- Head Teacher
- Jonathan Rawson- Deputy Head
- Rachael Ganderton- Pastoral Support Manager

Special Educational Needs Co-ordinator (SENCo)

- Rebecca Davies

Personal, Social and Health Education (PSHE) Co-ordinators

- Francesca Davies
- Rachael Ganderton

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to the Mental Health First aider or a Designated Safeguarding Lead.

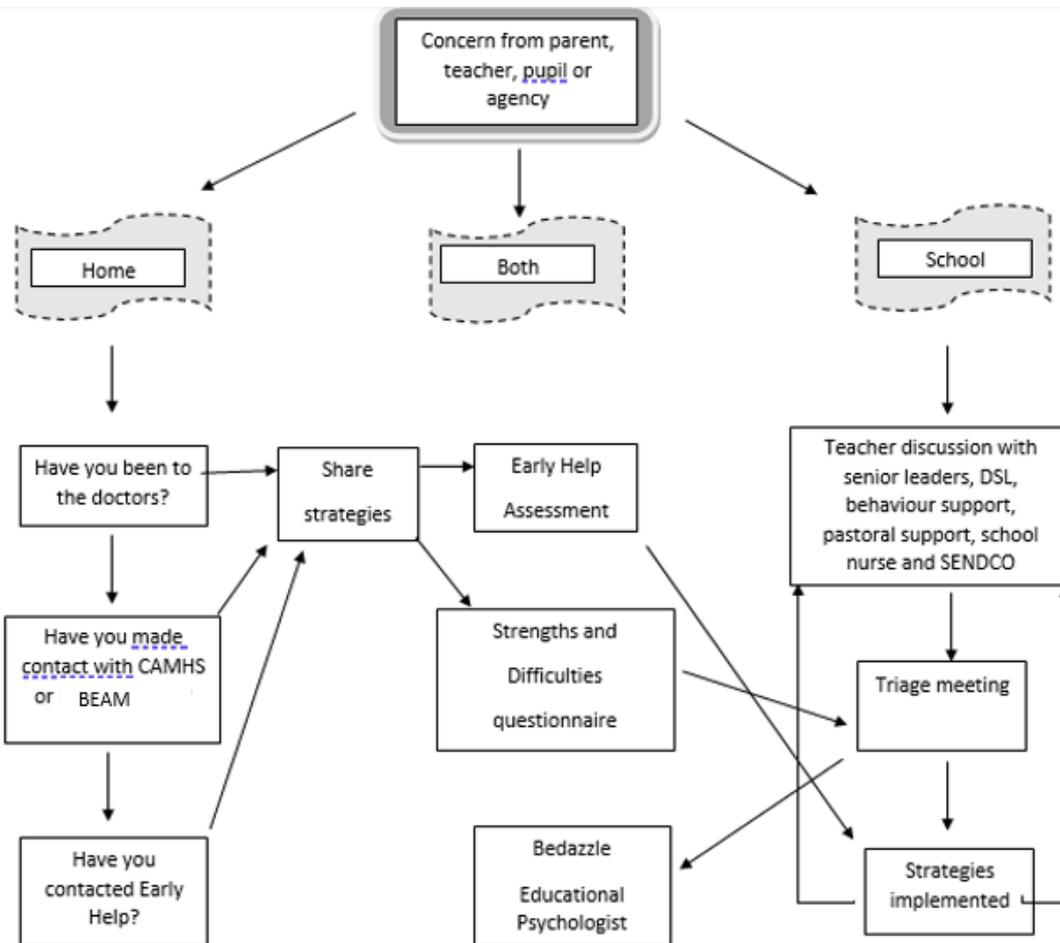
If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed.

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

5.0 Support at school

Here at Donnington Wood C of E Junior school we have invested a significant amount of time in developing our mental health offer and have taken on board pupil, parent and staff views on what this should look like for our community.

We have a range of support available in school for any students struggling. Senior staff hold weekly triage meetings to ensure that the whole child is supported and to ensure targeted support is implemented and reviewed in a timely way. Triage meetings combine Behaviour, Pastoral, SEND and Safeguarding. Attached below is the referral pathway which outlines how home-school partnerships are key. Access to school-based support is discussed and allocated on a needs basis during weekly triage meetings.



School-based Early Help and Support offer

As part of our whole school offer, we provide the following:

- Whole School Wellbeing survey
- Calm Brain
- Star Programme
- Star Wellbeing survey (transition)
- Jigsaw Calm Me
- Values Council
- Rainbow Room
- Rainbow Dreams
- Articulate
- Beanstalk readers
- Bedazzle- SDQ's RCADS
- Arts Award
- Smash Life
- Early Help and Support
- Family Learning Courses

As a school, we are able to access a range of advice from external agencies, which include:

- BEAM representative
- Educational Psychologist
- School Nurse
- Strengthening Families
- Behaviour Support Advisory Team
- Virtual school for our Looked After Children (LAC)
 - Key CAMHS worker for LAC
- Student Engagement Programme
- Adult Mental Health Social Worker
- Family Connect.
- Wellbeing Panel
- Fair Access Panel
- Inclusion Panel
- Young Carers
- Hope House
- Winston's Wish

6.0 Signposting

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services. Further information about our wellbeing offer can be found on the school website.

Within the school (noticeboards, common rooms, toilets etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand:

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

Signposting to Local Support

Early Help – Strengthening Families

Any Child may benefit from early help, but as a school, we are particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs:
- Has Special educational needs(whether or not they had a statutory Education, Health and Care Plan)
- Is a young carer;

- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.

Strengthening Families also offer family support (0-19) at the family home on a one to one basis for targeted vulnerable families. Our Early Intervention Practitioners offer early help parenting strategies and whole family support by bringing together the right services around the family.

Strengthening Families are separated into 3 areas:

- Hadley Castle
- Lakeside South
- The Wrekin

Hadley Castle Locality covers the Donnington area -Telephone: **01952 387183. Hadley Castle** Locality Strengthening Families Manager - **Helen Clover**

Bee U

In consultation with children and young people, the local service has been named Bee U. Bee U consists of 4 organisations (The Children's Society, Kooth, Healios and Midlands Partnership NHS Foundation Trust) who deliver emotional health and wellbeing services across Shropshire and Telford & Wrekin. Through partner organisations, they offer a wider range of services to support the emotional health and wellbeing for people up to the age of 25. It is designed to help pupils and parents:

- Cope
- Get help
- Get more help
- Manage in times of crisis.

BEAM

Beam is an emotional wellbeing drop-in service for children and young people under the age of 25, ran by The Children's Society. Drop in Sessions are available in Shrewsbury, Telford, Ludlow. Contact via email at AskBeam@childrenssociety.org.uk or visit www.childrenssociety.org.uk

Kooth

Kooth provides an anonymous 24-hour online service offering peer support, self-help and have trained counsellors to talk to. Anyone ages 11-25, living in Shropshire and Telford and Wrekin, can register to access this service and you don't need to be referred or have an appointment. Children of Primary age can access transition support and gain access to online material too. For more information visit <https://www.kooth.com/> .

Healios

Healios Mental Health Service provides a wide range of psychological assessments and psychological therapy. We also provide wellbeing and prevention tools that are personalised to your particular needs and lifestyle. For more information visit

<https://www.healios.org.uk/services/mental-health-service>

Healios Autism and ADHD Service provides specialist assessments, support and interventions for neurodiverse children and adults who are experiencing difficulties with their emotional wellbeing.

For more information visit. <https://www.healios.org.uk/professionals/neurodevelopment>

ThinkNinja app

ThinkNinja uses the principles of cognitive behavioural therapy (CBT). CBT is a talking therapy that can help you manage your problems by changing the way you think and behave. For more information please visit <https://www.nhs.uk/apps-library/thinkninja/>

BeeU services also include

- Young People and Families Mental health Service
- Referring a person to the specialist services
- Shropshire Council Parenting Team clinics and groups
- Autism services in Shropshire and Telford and Wrekin

7.0 Teaching about mental health

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our whole school curriculum offer driven by our three core values. This is not taught in isolation solely as part of PSHE but it entwined throughout our whole curriculum offer.

We will 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 is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people. Entwined into the PSHE offer are 6 Key modules from Jigsaw (See PSHE Policy) which have been planned in response with the children's responses to the whole school survey:

- Being me in my world
- Celebrating difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Additionally, we will use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges. **See Section 14 for Supporting Peers**

8.0 Warning Signs

Only appropriately trained professionals can attempt to make a diagnosis of a mental health problem. Staff in school however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff may 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 alert (Rachael Ganderton- Mental Health first Aider).

Possible warning signs, which all staff should 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
- An increase in lateness or absenteeism

Our school barriers to learning lists highlights pupils who have suffered potentially traumatic adverse childhood experiences, we recognise that this can have a lasting impact throughout childhood. It is key that staff are aware of how these experiences can impact on children’s mental health, behaviour and education. Staff training from leaders in school, pastoral partners (Bedazzle, smash life) and Educational Psychology team are planned carefully to respond to the needs of our pupils.

10.0 Targeted support

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 living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We work closely as a leadership team to ensure children and their families access the highest quality of support and access to school based or local services when supporting the emotional and mental health needs of school-aged children. Our triage approach, which is fuelled by conversations/ concerns from staff, parents or other agencies, enables early identification of issues, and provides early intervention in a timely manner to prevent issues escalating. The use of CPOMS and weekly drop in sessions are available for staff to access and discuss children’s needs.

Our working partnerships are in place to:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working closely with Telford and Wrekin’s safeguarding partnership, CAMHS and other agencies services to follow various protocols including assessment and referral;

- identify and assess in line with the Early Help Assessment Tool and threshold guidance to support pupils 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.
 - Providing a range of interventions that have been proven to be effective, According to the child's needs;
 - Ensure young people have access to pastoral care and support, as well as specialist services
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

11.0 Managing disclosures

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

All disclosures should be recorded confidentially on the student's personal file on CPOMS, including:

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ Name of member of staff to whom the disclosure was made ▪ Key member of staff who has been informed (as outlined in section 4) | <ul style="list-style-type: none"> ▪ Nature of the disclosure & main points from the conversation ▪ Agreed next steps |
|---|---|

This information will be shared with (Members of the Triage team and Designated Safeguarding Leads)

If Staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the school's child protection policy and speaking to the designated safeguarding lead.

12.0 Confidentiality

Staff should pass on concerns around a child's mental health to a key adult in school so that targeted support can be put in place in a timely manner. We will tell the pupil:

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Who we are going to tell | <ul style="list-style-type: none"> ▪ What we are going to tell them |
|--|--|

- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained from the student first, however, there may be instances when information must be shared, such as students up to the age of 16 who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support. Drop in sessions are available to support staff wellbeing and information regarding the Telford and Wrekin

Parents must always be informed, but students may choose to tell their parents themselves. If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

13.0 Whole school approach

13.1 Parent Partnerships

If it is deemed appropriate to inform parents there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – students, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

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

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage and Early Help will always be offered to our families.

Ensure a record of the meeting and points discussed/agreed are added to the pupil's record.

13.2 Supporting parents

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to 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 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 community nurses or family learning (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and
- 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 childcare. We recognise this might involve liaison with family support agencies.

14.0 Supporting Peers

When a student 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 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 (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. A nominated member of staff will receive professional Mental Health First Aid training or equivalent. A significant National training programme is being attended for the Mental Health lead as part of the national rollout of the Anna Freud Link Programme which is driving the schools journey to meeting the state funded project for schools in 2025.

We will host relevant information on our website for staff who wish to learn more about mental health. A range of resources are shared with staff to access for further information- further information regarding this can be found in the useful links section of this policy.

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 developing situations with one or more students.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health (e.g. Attachment, Impact of Domestic Abuse).

Suggestions for individual, group or whole school CPD should be discussed with **any of the Key adults outlined in Section 4**, who can highlight sources of relevant training and support for individuals as needed.

We survey our parents to ensure workshops and training on offer is relevant to the local needs.

16.0 Policy Review

This policy will be reviewed every two years as a minimum. The next review date is **September 2022**

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of **Rachael Ganderton**.

Any personnel changes will be implemented immediately.

Useful Links

<https://www.annafreud.org/schools-and-colleges/research-and-practice/the-link-programme/>

<http://calmbrainapproach.com/>

<https://www.nspcc.org.uk/>

<https://www.mentallyhealthyschools.org.uk/>

<https://youngminds.org.uk/>

<https://dragonflyimpact.co.uk/>

<https://www.actionforhappiness.org/>

<https://www.minded.org.uk/>

<https://www.winstonswish.org/>

<https://www.thechildrenssleepcharity.org.uk/news.php>

<https://360safe.org.uk/>

<https://www.net-aware.org.uk/>

<https://nationalonlinesafety.com/guides>

Related Policies

Safeguarding

Behaviour and Personal Development Policy

SEND

Antibullying

PSHE Relationship and Sex Education

Equality?

Related Government Documents

KCSIE

Preventing and Tackling Bullying

Mental Health and Behaviour in Schools

Promotion Children and young people's emotional health and wellbeing

Rise Above

Teaching online safety in school

Education for a connected World

Relationship Education, Relationship and Sex education and Health Education