



**METROPOLITAN BOROUGH OF CALDERDALE**  
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**MANAGEMENT AND GOVERNANCE DOCUMENTATION**  
**EMOTIONAL WELLBEING AND MENTAL HEALTH POLICY**

	Date	Chair of Governors	Headteacher
Adopted	April 2019	John Eyles	Lynn Daveney
Reviewed			
Reviewed			

# WOODHOUSE PRIMARY SCHOOL

## MANAGEMENT AND GOVERNANCE DOCUMENTATION

### EMOTIONAL WELLBEING AND MENTAL HEALTH POLICY

**This policy has been written with regard to the DfE publication ‘Mental Health and Behaviour in Schools’ (Nov 2018).**

#### **Aim**

The aim of this policy is to set out the school’s consistent whole-school approach to supporting pupils’ mental health and wellbeing.

#### **Objectives**

- To create a calm and structured school environment in order to minimise mental health problems
- To accurately identify, at the earliest opportunity, emerging wellbeing and mental health issues
- To recognise the range of factors which put pupils at more risk of developing mental health problems
- To enable school to use its best endeavours to provide appropriate support for pupils
- To ensure that all staff have access to training and advice to support pupils’ emotional wellbeing and mental health
- To work in partnership with parents/carers
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to this policy
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils, ensuring a collaborative approach

#### **Roles and Responsibilities**

**The Deputy Headteacher, Anne Crane, is the Designated Senior Lead for Mental Health**

**The Governing Body**, in co-operation with the Headteacher and the Senior Lead for Mental Health, sets out the school’s vision for supporting pupils’ emotional wellbeing and mental health, and ensures that appropriate staffing and funding arrangements are in place to meet the needs of pupils. They should consider how best to use the SEN notional budget and pupil premium funding to provide support for pupils with mental health difficulties where appropriate. CPD should ensure that staff are aware of the common symptoms of mental health problems, what is and isn’t cause for concern, and what to do if they have identified an emerging problem.

All school staff are responsible for:

- Promoting positive mental wellbeing
- Encourage pupils to feel comfortable talking about mental health issues and reduce stigma
- Having a clear understanding of the needs of all pupils
- Implementing the whole school behaviour policy, including anti-bullying strategies
- Follow the agreed systems and processes, set out in this policy, to support pupils with emotional wellbeing and mental health issues

Teachers are responsible for:

- Teaching the agreed curriculum to develop pupils' knowledge about mental health and wellbeing

School staff cannot act as mental health experts and should not try to diagnose conditions. However, they should ensure they have clear systems and processes in place for identifying possible mental health problems including routes to escalate and clear referral and accountability systems.

### **Working in partnership with parents**

The school places a high priority on developing parental links. Partnership with parents plays a key role in promoting a culture of emotional wellbeing throughout the school community.

The school will keep parents informed and involved by:

- Publishing this policy on the school website
- Using the annual SEN Information Report, which is published on the school website, to inform parents of provision and support for pupils' emotional wellbeing and mental health
- Using the weekly newsletter to increase parents' awareness of mental health issues and where to access support
- Holding workshops for parents

### **Graduated Response**

In order to support children with mental health needs, the school adopts a graduated response:

#### Prevention (whole-school approach)

- Provide a structured school environment with clear expectations of behaviour
- Social norms and routines are well communicated and reinforced with highly consistent consequence systems
- A culture where calm, dignity and structure encompass every space and activity
- Consulting pupils, through class and school council meetings, about the range of mental emotional wellbeing issues they feel are relevant to them, and about the type of activities they feel would support them
- A bespoke curriculum with clear intent to meet the emotional wellbeing needs of pupils in the school and to respond to emerging national and local issues
- Pupils know where to go for further information or support when they want to talk about their own or someone else's mental health and emotional wellbeing
- Promote resilience in pupils
- Regular Think GR8 Feel GR8 assemblies to increase pupils' awareness of feelings, emotional wellbeing and mental health issues and discuss ways of dealing with these

## Identification and Assessment (whole-school approach)

The school aims to identify individual needs at the earliest opportunity in order to implement effective provision and therefore improve long-term outcomes for the child.

Short term stress and worry is a normal part of life and many issues can be experienced as mild or transitory challenges for some children and their families. Others will experience more serious and longer lasting effects. The same experience can have different effects on different children depending on other factors in their life. For example, it is normal for children to feel nervous or under stress around exam times, or transition to high school, but other factors can make such stress part of an enduring and persistent mental health problem for some children. When a problem is particularly severe or persistent over time or when a number of these difficulties are experienced at the same time, children are often described as experiencing mental health problems.

Adverse Childhood Experiences (ACEs) may have an impact on pupils. These include death of a relative, parental separation/divorce, parent in the armed forces, birth of sibling, moving house, abuse/neglect/bullying, accidents or injuries, natural disasters/terrorist attacks, and school will use its best endeavours to support pupils during these times.

The Emotional Wellbeing survey will be used annually to identify the needs of cohorts, classes and individuals. Analysis of the results will be used to develop an action plan for the following academic year and to evaluate the impact of the school's approach to supporting pupils' mental health and emotional wellbeing.

### Identification

School staff who know children well are well placed to identify emerging issues and regular professional development will keep their knowledge up to date.

School staff are also aware of the risk and protective factors that are believed to be associated with mental health outcomes.

School leaders monitor pupils' attendance, behaviour and attainment regularly; any changes in this for individuals may indicate a potential mental health issue which will be considered by adults who know the child best.

Staff are aware that there is an increased risk of developing mental health problems for pupils who are looked after or have previously been looked after, and for those with special educational needs.

Staff should consider if emotional wellbeing or mental health issues may be the result of a safeguarding concern and should refer to the safeguarding policy if there are wider concerns of vulnerability. If there is concern that a child is at risk of harm, then normal safeguarding procedures should be followed with immediate referral to the Designated Safeguarding Lead.

When schools suspect a pupil has a mental health problem, they should use the graduated response process (assess-plan-do-review) to put appropriate support in place. **See Appendix A**

## Assessment

Assess – clear analysis of pupils' needs

Plan – how the pupil will be supported

Do – provide the support

Review – evaluate the effectiveness of support

## Targeted Support (early support and interventions)

Where pupils have been identified as possibly having mental health problems, school will take action to put evidence-based early support and interventions in place to support them.

This may include but is not limited to:

Good to be Me

Circle of Friends

Positive Play

Nurture group

Drawing and Talking Therapy

Anxiety

Anger management

## Access to specialist support

Additional support for the children with the most complex problems includes but is not limited to:

Discussion with CAMHS First Point of Contact

Referral to CAMHS

One to one therapeutic work provided by Noah's Ark or ESCAYP

School Nursing Service

GP

Family support – to better understand child's issues and support behaviour at home

Where appropriate, there will be support for the pupil's class teacher to support the pupil in the classroom.

The Senior Lead for Mental Health is aware of referral guidelines for a range of local services – **See Appendix B – Calderdale's Emotional Health and Wellbeing Service Guide For Professionals**. Where appropriate, parents may also be advised to seek and receive support elsewhere including from their GP, NHS services, etc.

## **Special Educational Needs**

Pupils with persistent or serious mental health issues will often meet the definition of Special Educational Needs and their additional support should be recorded using the school's processes for pupils with additional needs.

## **Complaints**

In the first instance any misunderstandings or complaints about the school's support for pupils' mental and emotional health and wellbeing should be directed to the Headteacher. Following consultations with the appropriate staff, the Headteacher will report back to the parent. If the parent feels that the complaint has not been resolved satisfactorily the complaint should be put in writing and the school's Complaints Procedure will be followed.

## **Other documentation which supports this policy:-**

National documentation:

- Special educational needs and disability code of practice: 0 to 25 years DfE July 2014
- Equality Act 2010: advice for schools DfE February 2013
- Schools SEN Information Report Regulations (2014)
- The National Curriculum in England 2014
- Teachers Standards 2012

Local Authority documentation:

Calderdale's Local Offer

School documentation:

- School Information Report
- Accessibility plan
- Safeguarding Policy
- Discipline and Behaviour Policy
- Anti-bullying Policy

## **Reviewing the policy**

This policy will be reviewed in consultation with all stakeholders annually in the first instance, then every three years or earlier if deemed necessary.

Appendix A

Child

Parent

Mental health or emotional wellbeing concerns identified

Staff

Other agencies

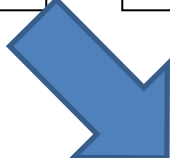
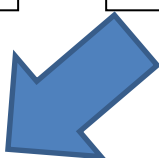


Analysis of Need

Discussion

SDQ

Boxall profile



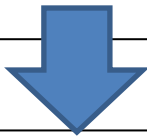
Intervention not needed – record discussions, monitor and revisit at agreed point

*Agreed with Senior Lead, SENCO, Class teacher, parents & child*

Intervention needed



**TARGETED SUPPORT**  
Within school: Good to be Me, Circle of Friends, Drawing and Talking Therapy, Anger management, Nurture group, Positive Play  
Signposting to online support e.g. Young Minds, Childline, Kooth



Further intervention needed



**SPECIALIST SUPPORT (additional support for children with the most complex problems)**  
CAMHS School Link Officer  
CAMHS First Point of Contact  
School Nurse  
GP  
Noah's Ark  
Time Out, ESCAYP, Time 2 Talk