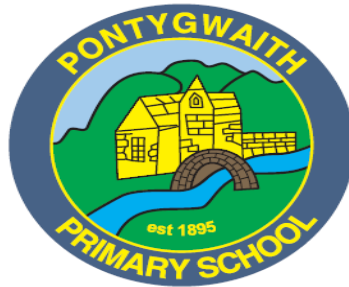




Policy: Emotional and Mental Wellbeing (EMW)

Pontygwaith Primary School




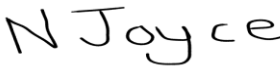
Policy: Emotional and Mental Wellbeing (EMW)

Date Ratified by GB: 16th March 2022

Date Implemented: March 2022

Review Date: 16th March 2023

Signed	Date

Headteacher Michelle Hutchings		16/02/2022
Chair of Governors Councillor Mark Adams		
Health & Well-being Lead Nicola Joyce		16/02/2022
Health & Well-being Link Governor Caroline Thomas		

Pontygwaith Primary School

Whole School Approach to Emotional & Mental Well-being Policy

Pontygwaith Primary School are committed to embedding the principles of the United Nations Convention of the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention:

Article 1: Every child under the age of 18 has all the rights in the convention

Article 2: All children have these rights

Article 3: Decisions are made in the best interests of the child

Article 12: Respect the views of the child

Article 19: Every child has the right to be protected from being hurt or badly treated

Article 28 – The right to an education and discipline that respects the child's dignity and their expression

Article 34 – Every child has the right not to be touched in ways that make them feel uncomfortable, unsafe or sad

Article 42 – Every child has the right to know their rights

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School Vision

Pontygwaith Primary School is a community that puts well-being at the heart of everything we do. We are committed to providing an education of excellence for academic and personal success where everyone works together in a safe and supportive learning environment in which adults and children strive to fulfil their potential.

Every one of our pupils will receive the respect, encouragement and opportunity they need to prepare them for their adult lives. Key to our success is enabling our pupils to develop a strong foundation of well-being with a balance between an academic and vocational 'hands-on' curriculum that promotes the life skills that enables our pupils to mature into adult life. We strive to ensure the best possible standards in our pupils so that they become effective members of society; the type of adults you would be happy to have as your neighbours.

School Ethos

At Pontygwaith Primary School we aim to be a happy, exciting and purposeful place where all can learn, grow and achieve their full potential with enthusiasm and enjoyment. A place where pupils, young people and staff are aware of their rights and are able to ensure that everyone has the opportunity to access those rights.

We want to establish and maintain a school ethos and environment that prioritises the holistic wellbeing of all stakeholders, learning and values and the achievements of everyone. We want our relationships to be based on mutual respect so that adults and pupils can work together cooperatively in safety and enjoyment. We are a caring school and we want our pupils to develop in an atmosphere that promotes honesty, trust and increasing responsibility.

Why is emotional and mental well-being so important?

At Pontygwaith Primary School, we aim to promote positive emotional and mental well-being for our whole school community (pupils, staff, parents and carers), and recognise how important emotional and mental well-being is to our lives in just the same way as physical health. We recognise that pupils and staffs' emotional and mental well-being is a crucial factor in their overall wellbeing and can affect their teaching, learning and achievement. All pupils and staff go through 'ups and downs' during their time at school and some face significant life events.

Pupils

School can be a place for pupils and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and

relationships, which are critical in promoting pupils' wellbeing and can help engender a sense of belonging and community.

Our role in school is to ensure that pupils are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All pupils are valued.
- Pupils have a sense of belonging and feel safe.
- Pupils feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

In addition to pupils' wellbeing, we recognise the importance of promoting staff mental health and wellbeing

Staff

The biggest asset our school has is its staff; the biggest asset they have is their health and wellbeing.

We spend more daylight hours in school than at home, so it is important that we can have ownership of many of the decisions that affect us in our working lives. We can do this, even in areas where we have no choices about what we do (e.g. reports, or deadlines for assessments), by taking responsibility for these actions and approaching the tasks in our own way. All our work should be healthy, safe and supportive and governors have a responsibility to ensure our practices contribute to staff wellbeing. This includes monitoring staff absence and regularly requesting feedback from staff governors about wellbeing. Governors recognise the importance of the wellbeing of staff in our school.

We advocate a holistic, proactive approach to maintaining and supporting emotional and mental well-being at work, with everyone working together, staff, leadership team, governors, Local authority, occupational health and health and safety professionals, to:

- tackle the causes of workplace injury and ill health, including stress and anxiety
- address the impact of health on employees' capacity to work, providing support for those with disabilities and health conditions and rehabilitation
- promote healthier lifestyles and wellbeing to help improve the general health of the workforce

Where requested, confidentiality can be important in establishing trusting relationships providing the safety of the person or others is not compromised. However, where possible, staff are encouraged to share their emotional / mental and/or physical needs

in an open way with colleagues, to maximise support networks available. This practice also helps to de-stigmatise issues related to health conditions in the workplace.

Whole School Approach to Emotional and Mental Well-being

We take a whole school approach to promoting positive mental health that aims to help pupils and staff to become more resilient, happy and successful and to prevent problems before they arise.

This encompasses the following aspects:

- Creating an ethos, policies and behaviours that support emotional and mental well-being and resilience, and which everyone understands. Helping pupils to develop social relationships by supporting each other and seeking help when they need it.
- Helping pupils to be resilient learners.
- Teaching pupils social and emotional skills and an awareness of emotional and mental well-being.
- Early identification of pupils who have emotional and mental well-being needs and planning support to meet their needs, including working with specialist services.
- Effectively working with parents, guardians and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Reflecting on staff workload for a positive work / life balance
- Promoting and encouraging staff to live a healthy lifestyle
- Promote openness about emotional and mental well-being

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues

Role of Governors

The Governing Body of our school has a critical role to play in developing our strategic aims and setting the school budget. Our governors ensure that the emotional and mental well-being of our pupils and staff is at the heart of our school culture. Governors understand that when we look after the well-being of our pupils, they want to attend school and their attainment and attendance improves. When we support staff well-being and invest in professional learning, staff want to attend work and staff absence and turnover decreases.

Our Governing Body enables and supports our Senior Leadership Team (SLT) to develop long-term development plans to promote and improve the emotional and mental well-being of pupils and staff.

We have a link governor for well-being and their role is to:

- act as a point of contact
- ensure the well-being of pupils and staff is the agenda at every meeting
- provide support for staff who lead on well-being
- ensure policies, training and provision are fit for purpose

Staff Roles and Responsibilities

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some pupils and staff will require additional help and all staff should have the skills to look out for any early warning signs of emotional and mental well-being issues and ensure that those who need help get early intervention and the support they need.

All staff understand about possible risk factors that might make some pupils and staff more likely to experience problems, such as physical long-term illness, family difficulties, death and loss, including loss of friendships, family breakdown and bullying.

Our Lead for Health and Well-being is Miss Nicola Joyce.

Our Team for Health and Well-being is Miss Nicola Joyce, Mrs Kylie Thomas, Mrs Anne Roberts-Morgan and Miss Morgan.

Our Lead for Health and Well-being:

- leads and works with other staff to coordinate whole school activities to promote positive mental health and wellbeing.
- leads on curriculum development for teaching about emotional and mental well-being.
- provides advice and support to staff and organises training and updates.
- is the first point of contact with mental health services, and makes individual referrals to them.

We recognise that many behaviours and emotional challenges can be supported within the School environment, or with advice from external professionals. Some pupils and staff will need support that is more intensive at times, and there are a range of mental health professionals and organisations that provide support to pupils / staff with mental health needs and their families.

Sources of relevant support include:

- our own Senior Leadership Team
- our own Well-being Team
- our Safeguarding/Child Protection Lead
- our Phase Leaders
- school support staff employed to manage emotional and mental health needs of pupils and staff
- our ALNCo who helps staff understand their responsibilities to pupils with additional learning needs and disabilities, including pupils whose emotional and mental well-being needs mean they need special educational provision.
- our Leader of Learning for Pupils, Families and the Community / Family Engagement Officer
- our School Nurse
- external providers, such as, Educational Psychologist, Education Support, third sector charities

Supporting Pupils Emotional and Mental Well-being

We believe the School has a key role in promoting pupils' positive mental health and helping to prevent mental health problems.

Our School has developed a range of strategies and approaches to support pupils emotional and mental well-being and these can be found in **Appendix 1**.

These support strategies are categorised into three sections:

- Universal support – strategies that all pupils can expect to access without needing additional resources
- Targeted Support – strategies in place for pupils with additional needs over and above what is available through universal support
- Specialist Support – specialist services are those, which pupils may require following an individual assessment or referral.

Identifying, referring and supporting pupils with emotional and mental well-being needs

Our approach:

- provide a safe environment to enable pupils to express themselves and be listened to.
- ensure the welfare and safety of pupils are paramount.
- identify appropriate support for pupils based on their needs.
- involve Parents, guardians or carers when their child needs support.
- involve pupils in the care and support they have.
- monitor, review and evaluate the support with pupils and keep Parents, guardians or carers updated.

Early Identification

Our identification system involves a range of processes. We aim to identify pupils with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Perma well-being questionnaires
- Thrive assessment
- Elsa interventions for pupils identified as needing well-being support
- analysing attendance, behaviour, consequences and exclusions
- staff report concerns about individual pupils to the relevant lead persons.
- worry boxes in each class for pupils to raise concerns which are checked by the Class Teachers and Health and Well-being Lead
- Pupil Progress Review meetings termly
- regular meetings for staff to raise concerns.
- parental information and health questionnaire on entry to the School.
- gathering information from a previous school at transfer.
- parental meetings in Early Years, Foundation Phase & Key Stage 2
- enabling pupils to raise concerns to any member of staff.
- enabling Parents, guardians or carers to raise concerns to any member of staff.
- named emotionally available adult for those pupils who need it

Any member of staff concerned about a pupil will take this seriously and talk to the Health and Well-being Lead or the ALNCo.

These signs might include:

- isolation from friends and family and becoming socially withdrawn.
- changes in activity or mood or eating/sleeping habits.
- falling academic achievement.
- talking or joking about self-harm or suicide.
- expressing feelings of failure, uselessness or loss of hope.
- secretive behaviour.
- an increase in lateness or absenteeism.
- not wanting to do PE or get changed for PE.
- wearing long sleeves in hot weather.
- drugs or alcohol misuse.
- physical signs of harm that are repeated or appear non-accidental.
- repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour that could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development. If there is a concern that a pupil is in danger of immediate harm then the School's child protection procedures are followed.

If there is a medical emergency then the School's procedures for medical emergencies are followed.

Disclosures by pupils and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to pupils who disclose a concern about themselves or a friend. The emotional and physical safety of our pupils is paramount and staff listen rather than advise.

Staff make it clear to pupils that the concern will be shared with the Health and Well-being Lead or the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil. All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Assessment, Interventions and Support

All concerns are reported to the Health and Well-being Lead or ALNCo and recorded. We then implement our assessment system, which is based on levels of need to ensure that pupils get the support they need, either from within the School or from an external specialist service.

Our aim is to put in place interventions as early as possible to prevent problems escalating.

Evidence-based Intervention and Support

The kinds of intervention and support provided will be decided in consultation with key members of staff, parents and pupils. For example, Educational Psychologist assessment, 1:1 or family support or treatment, consultation with school staff and other agencies.

If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the [ALN Statutory Code](#). All pupils needing targeted individualised support will have a [One Page Profile \(with targets\) and IDP](#) (page 352) drawn up setting out:

- The needs of the pupils
- How the pupil will be supported
- Actions to provide that support
- Any special requirements

Pupils and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through observation, SMART targets.

The IDP is overseen by the ALNCo, Miss Paula Chaffe.

Working with Specialists

In some instances, a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders.

We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the pupils' Individual Education / Care Plan.

School referrals to a specialist service will be made by the ALNCo following the assessment process and in consultation with the pupil and his/her parents and carers.

Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil's specific needs.

Main Specialist Service Referral process

- Child and Adolescent Mental Health Service (CAMHS) accessed through school, GP or self-referral
- Educational Psychologist accessed through the Headteacher or ALNCo
- Space Well-being Panel accessed through the Headteacher, Health and Well-being Lead or ALNCo

Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age. In some cases, the child may benefit from being identified as having an Additional Learning Need (ALN).

Involving Parents, Guardians and Carers

We recognise the important role Parents, guardians or carers have in promoting and supporting the emotional and mental well-being of their pupils, and in particular supporting pupils who do have emotional or mental well-being needs.

We share information, which includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves.

When a concern has been raised, the School will:

- contact parents, guardians or carers and meet with them (In almost all cases, Parents, guardians or carers will be involved in their pupils' interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.)
- offer information to take away and places to seek further information
- be available for follow up calls.
- make a record of the meeting.
- agree an Emotional and Mental Well-being Plan / Individual Care Plan including clear next steps.
- Discuss how the parents, guardians and carers can support their child.
- keep Parents, guardians or carers up to date and fully informed of decisions about the support and interventions provided.

Parents, guardians or carers will always be informed if their child is at risk of danger and pupils may choose to tell their Parents, guardians or carers themselves.

We make every effort to support parents, guardians or carers to access services where appropriate. Our primary concern is the pupils, and in the rare event that parents, guardians or carers are not accessing services we will seek advice from the Local Authority.

We also provide information for parents, guardians or carers to access support for their own mental health needs. See **Appendix 3**.

Involving Pupils

Every year we train up a group of pupils as our School Council who lead on whole school campaigns on health and wellbeing.

We seek pupil's views about our approach, curriculum and in promoting whole school mental health activities.

We always seek the views of pupils when developing their support package and seek feedback during and after the support has been provided. This is to ensure that pupils receive the right support at the right time and to help improve the services they received.

Supporting Staff Emotional and Mental Well-being

We believe the school has a key role in promoting and supporting positive emotional and mental well-being for all staff. See **Appendix 2**.

These support strategies are categorised into three sections:

- Universal support – strategies that all staff can expect to access without needing additional resources
- Targeted Support – strategies in place for staff with additional needs over and above what is available through universal support
- Specialist Support – specialist services are those, which staff may require following an individual assessment or referral.

Promoting Staff Well-being

Research indicates that taking the following steps can be important in the promotion and maintenance of mental well-being.

At our school we promote these strategies to maintain positive emotional and mental well-being:

- knowing personal limits and having the ability to say 'no' when necessary.
- identifying supportive people that you have in your life, both in and out of school.
- talking.
- being flexible around change.
- self-compassion.
- being responsible for your own self-care

Identifying, referring and supporting staff with emotional and mental well-being needs

Our approach:

- provide a safe environment to enable staff to express themselves and be listened to.
- ensure the welfare and safety of staff are paramount.
- monitor staff sickness and reasons for sickness
- identify appropriate support for staff based on their needs.
- involve external services if needed, with the permission of the staff member
- involve staff in the care and support they have.
- monitor, review and evaluate the support with staff member.

Supporting and promoting the emotional and mental wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing

Staff Training

We want all staff to be confident in their knowledge of emotional and mental wellbeing and to be able to promote positivity throughout the school, identify emotional and mental well-being needs early in pupils and know what to do and where to get help.

Our staff, who undertake specific roles in relation to emotional and mental well-being have access to professional support and supervision appropriate to their role, such as:

- ELSA,
- Thrive,
- Team Teach
- Child Protection Level 1 - 3

As a school we understand how important training is for staff and carry out a Training Needs Analysis of staff, which is monitored and reviewed annually and linked to our School Development Plan/Performance Management Plan.

Monitoring and Evaluating

The Whole School Approach to Emotional and Mental Well-being Policy is on the school website and hard copies are available to parents and carers from the school office. All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our emotional and mental well-being work.

The policy is monitored at an annual review meeting led by the Health and Well-being Lead and involves staff with a responsibility for emotional and mental well-being, including specialist services supporting the school and governors

Appendix 1 – Stages of Pupil Support

The diagram below outlines universal, targeted and specialist support services

Stage 1: Universal Support

- meet and greet at the start of the school day / lessons
- Campaigns and assemblies to raise awareness of emotional and mental well-being.
- Transition Programme to secondary schools which includes all Year 6 pupils having a staff mentor to support a smooth transition to secondary school Class activities
- Star of the Week where pupils can be praised for certain duties, tasks or things they have done and have them celebrated in class
- Worry boxes - a similar mechanism where pupils can anonymously share worries or concerns in class
- Circle times
- Wellbeing Wednesday: children have 15 minutes to carry out a well-being activity of their choice.
- Displays and information around the School about positive mental health and where to go for help and support
- CPD for staff e.g. ACES, Trauma Informed Schools, Resilience,
- Staff modelling positive relationships and help seeking behaviours
- Health & Well-Being AoLE / PSHE Curriculum
- Mindfulness
- PERMA
- Thrive
- Calm Corner in every class

Stage 2: Targeted Support

- Transition programmes
- Emotional and mental well-being interventions e.g. ELSA, Thrive, Perma
- Small group activities
- Nurture groups
- Modified timetable
- Safe spaces
- Opportunity to develop a relationship with a trusted, emotionally available adult
- Check ins
- CPD for staff e.g. Attachment, Emotionally Based School Avoidance
- Youth Support Services
- School Health Nursing Service
- Family Liaison Officer

Stage 3: Specialist Support

- LA support e.g. Educational Psychology Services, ALN and Inclusion Officers
- Youth Offending Services
- Young Carers
- Children & Young People substances misuse services
- Resilient Families
- Space Wellbeing Panel Referrals
- CAMHS

Appendix 2 – Stages of Staff Support

The diagram below outlines universal, targeted and specialist support services

Stage 1: Universal Support

- Dedicated staff rooms
- Drop in sessions for any concerns
- Staff wellbeing team established and supported to offer regular events
- Staff education on child and family mental health
- Culture of no blame and stigma for mental health needs of school community
- Wellbeing Wednesday – One nominated member of staff brings treats for the staffroom.
- Feedback boxes where staff can share (anonymously) ideas for improvement of school ethos, model good working practices such as we all talk to each other and are very good at being 'aware' of each other.
- Being able to go to our own family 'assemblies and sports' days.
- if someone notices someone isn't 'quite right' but they don't feel they can approach them they'll flag it to a parallel teacher or colleague who is closer to them.
- Termly 'well-being' breakfasts - Inclusion Lead for Social, Emotional & Mental Health Needs runs breakfasts for staff to talk about mental health issues and do ongoing promotion
- SLT know when colleague's 'snowed under time' is here (testing, data, reports etc.) and releases them if possible.
- Inset Days offer a variety of time for pupil progress meetings and time to learn.
- Staff offered time and/or financial support towards professional development.
- Diverse characters and personalities with a shared dedication and commitment.
- Staff ideas for change listened to
- Staff can communicate concerns in person, email or text.
- We work together towards a school improvement plan, which staff contribute to the formation and the evaluation.
- Regular briefings and communication accessible to all staff
- We have a designated Health and Well-being Lead in the school
- Look at ways to reduce workload for staff
- Provide reflective spaces within the school for staff
- CPD on mental health for all staff
- Displays and information about positive mental health and where to go for help and support
- We laugh a lot!

Stage 2: Targeted Support

- Supervision (a regular reflective conversation to support staff well-being, not part of performance management)
- Training around mental health
- Regular wellbeing check-in for all staff
- Wellbeing events for staff
- Staff supported to debrief incidents of violent or aggressive behaviour from pupils with social, emotional and mental health needs.
- Peer support / buddying

Stage 3: Specialist Support

- Employee Assistance Programmes
- Crisis support
- Referrals to occupational health
- Education Support Partnership

Appendix 3 – Family Support

Mental Health and Wellbeing Signposting for Families and Pupils (January 2022)

*Disclaimer

The views and opinions included within these external organisations do not necessarily mirror the views or opinions of the school. It is not the responsibility of the school to advise, monitor or be liable for the content of these external organisations. Use of any information obtained from such organisations is voluntary, and reliance on it should only be undertaken after an independent review of its accuracy, completeness and suitability for the intended audience.

Signposting for Families

5 Steps to Mental Wellbeing	5 steps to improve your mental health and wellbeing. Trying these things could help you feel more positive and able to get the most out of life
HOME CAMHS Resources (camhs-resources.co.uk)	For young people, carers and professionals. lots of helpful resources from across the internet that are available to help support your mental health and well-being
Parenting and Family Support - Family Lives (Parentline Plus)	Parenting and family support. This website has very practical guidance in a wealth of areas from school routines to self-harm
Wellbeing advice for parents to support their child - BBC Parents' Toolkit - BBC Bitesize	Health and wellbeing advice for parents to support their child - from food and sleep, to anxiety and the online world
Parent Info From NCA-CEOP and The Parent Zone	Providing expert advice regarding internet and digital activity, gaming and online safety
Home - Awtistiaeth Cymru Autism Wales National Autism Team	Improving the lives of autistic people living in Wales
Get support - Cruse Bereavement Support	National charity which offers support, advice and information to children, young people and adults when someone dies
mind	Mental Health information and support for adults, children and teenagers. Find local services.
The Sleep Charity	Education support and advice on good sleep routines for children, teenagers and adults.
ACTivate Your Life - Public Health Wales (nhs.wales)	Public Health Wales free online course for anyone over the of 16 designed to help improve mental health and wellbeing.

Melo Cymru	Aneurin Bevan University Health Board website
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Signposting for Pupils

Meic	Meic is the helpline service for children and young people up to the age of 25 in Wales. From finding out what's going on in your local area to help dealing with a tricky situation, Meic will listen even when no-one else will
Childline Childline	Advice, helpline, resources and support for children
Winston's Wish - giving hope to grieving children (winstonswish.org)	Provides support to children and young people after bereavement of a parent or sibling
YoungMinds Mental Health Charity For Children And Young People YoungMinds	A charity supporting children, parents and those working with children and young people

Signposting for Secondary Aged Pupils


Home - Kooth	Free, safe and anonymous mental health support for young people
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Local Support


Dewis Wales	Find local and national organisations and services that can provide information or advice about your well-being; or want to know how you can help somebody else. Including information about people and services in your local area
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Appendix 4


**Pontygwaith Primary School's
Whole School Approach to
Emotional and Mental Well-being**




In our school we...




make sure everyone, pupils and staff, have a voice and are heard




involve the whole school community in supporting our well-being




talk to a trusted person about our problems



know where to go for help when we need it



know how to keep our bodies safe and healthy



have appropriate support to meet our needs

Our Emotional and Mental Well-being is a **PRIORITY!**

Signed: *School Council*

