



Hopping Hill Primary School

# **CHILDREN'S MENTAL HEALTH AND**

# **WELLBEING POLICY**

Person responsible for the policy	<i>Jo Fantarrow</i>
Date approved	<i>February 2024</i>
Approved by	<i>Full Governing Body</i>
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## 1. Policy Statement

At Hopping Hill we are committed to promoting a whole school approach to positive mental health and emotional wellbeing for all students, their families and members of staff and governors. Our open culture allows students' voices to be heard. 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. Scope

This policy is a guide to all staff and governors – outlining Hopping Hill Primary School's whole school approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies (including but not limited to)

- Inclusion Policy
- Safeguarding Policy
- Positive Behaviour Policy
- The School Dog Policy

## 3. Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and students.
- 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.
- Enable staff to provide the right support in school to students with mental health issues.
- Enable staff to work alongside parents to best support their children with their mental health needs.
- Raise awareness 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. 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:

Jo Fantarrow	Headteacher Staff Wellbeing Lead Mental Health First Aider for adults
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Michelle White	Deputy Headteacher Safeguarding Lead Mental Health First Aider for Children and Young People
Rebecca Cronin	Family Support Worker Mental Health First Aider for Children and Young People
Emma McGee	Senior Mental Health Lead
Louise Everitt	Whole school PSHE lead
Simon Cuming	Mental Health First Aider for Adults Staff Wellbeing Ambassador
Liz Doughty	SENDCo Mental Health First Aider for Children and Young People

If you need to contact a member of staff listed above for any help and support, please email the school office [office@hoppinghill.northants.sch.uk](mailto:office@hoppinghill.northants.sch.uk)

If a member of staff is concerned about the mental health or wellbeing of a student, in the first instance they should speak to the most appropriate staff member named above. 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. Levels of Need

The school has a variety of approaches to support positive mental health amongst children. The school uses a wave 1 2 3 approach.

Wave 1	Global strategies - most children's needs can be met by using these strategies. Effective use of Wave 1 strategies will prevent the need for intervention for most children
Wave 2	Targeted approaches – school interventions
Wave 3	Working together with specialist services to support individual needs.

See appendix1 for full provision map.

## 6. Individual support

When a pupil is presenting with a social and emotional need that requires specific support, relevant school staff will work together to develop an individualised support package. This will involve parents, and where appropriate, outside agencies. The development of the plan will involve the pupil, parents/carers, and relevant professionals. Details of this support are tracked on our school provision map system, Edukey.

## 7. Our Mental Health Provision

Mental Health is everyone's business in our school, and we promote an environment that fosters inclusion, diversity and respect. The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are an integral part of our school curriculum. We promote positive mental health through this broad and balanced curriculum. It is one where all subjects support the development of the whole child rather than purely academic successes.

Below is a list of examples of how mental health is promoted through our curriculum:

- **PSHE** – Protective behaviours, emotion coaching and emotional literacy. Specific learning about mental health issues. Healthy relationships and consent and managing loss.
- **Science** – understanding the importance of physical health including diet and exercise.
- **PE** – promotion of a healthy lifestyle and opportunities for a high level of physical exercise. It has an equal focus on the promotion of social skills such as teamwork, resilience and competition.
- **Design and Technology** – healthy eating, problem solving and resilience.
- **Humanities** - understanding their place in the world and sense of belonging.
- **Arts** – practising mindfulness and self-expression.

At Hopping Hill Primary School, we strongly believe in the benefits of physical activity and outdoor learning and the positive impact it can have on everybody's mental health.

We have a named forest school leader who alongside our PE subject leader ensures that staff feel skilled to provide regular outdoor learning opportunities. Every year, children in Year 1 to Year 6 have forest school sessions. Outdoor learning and the forest school ethos is also embedded within our early years provision.

Staff are encouraged to take learning outdoors regularly, and have been provided with 'heat maps' that provide action plans for individual class teachers to get children moving regularly within their lessons. We also utilise resources such as 'Teach Active' which is a resource that increases physical movement in lessons.

## 8. Signposting

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. Within the school, these will be

displayed in all classrooms, and in some essential areas 'on safety boards', and through our communication channels, including Class Dojo and the school website. We will share and display relevant information about local and national support services and events.

## **9. Recognising Signs and Symptoms of Mental Distress**

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 seek advice from the Designated Safeguarding Lead.

We recognise some children and young people are at greater risk of experiencing poorer mental health, for example, those who are in care; those with attachment difficulties; those who have suffered adverse childhood experiences, including abuse or neglect; young carers; those who have had previous access to CAMHS; those living with parents/carers with a mental illness or who are alcohol/drug dependent and those living in households experiencing domestic violence.

Possible warning signs, which all staff should be aware of, include:

- Physical signs of self-harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood including increased worries
- Changes in behaviour
- Lowering of resilience
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- Lowering of academic achievement

## **10. Confidentiality**

In line with the safeguarding policy, school recognises that information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their mental health; schools have clear powers to share, hold and use information for these purposes. The general data protection regulation GDPR does not prevent or limit the sharing of information for the purposes of keeping children safe. If staff become aware of information that raises questions about children's safety, they are obliged to share this with the safeguarding team. The safeguarding team will (in line with the safeguarding policy) make appropriate decisions about further information sharing. Where appropriate, we will discuss any issues regarding a child's mental health with their parents/carers. We will always talk to the child about our decisions regarding the sharing of information.

## **11. Working with Parents/Carers**

We recognise that social, emotional and mental health (SEMH) needs are an emotive issue to deal with and we will always show empathy when communicating with parents. We

recognise that parents may also suffer with SEMH difficulties, and we will be considerate of this when working in partnership with them.

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:

- Giving parents access to ideas and resources that promote social and emotional wellbeing.
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc).
- Offering targeted support to help parents or carers develop their parenting skills. This may involve providing information or targeted work with our family support worker, or through the early help process. This may also involve programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners.
- Sharing information with specific parents and carers living in disadvantaged circumstances regarding access to provisions available in the county, that promote social and emotional wellbeing.

## **12. 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. Key members of staff named at the start of this policy receive additional focussed training on Mental Health. These members of staff are a source of support, advice and expertise for all staff members.

We recognise that there is a wealth of information and support available for families and staff to access. See appendix 2 for useful websites.

## **13. Policy implementation, monitoring and review**

This policy will be reviewed biennially by the governing body, Headteacher and Mental Health Lead. It will be implemented as part of day-to-day practice. Compliance of the policy will be monitored by members of the SLT team.

## Appendix 1



### Social, Emotional and Mental Health Provision Map

Wave 1	Global strategies - most children's needs can be met by using these strategies. Effective use of Wave 1 strategies will prevent the need for intervention for most children
Wave 2	Targeted approaches – school interventions
Wave 3	Working together with specialist services to support individual needs.

Wave 1	<ul style="list-style-type: none"> <li>• Whole school ethos and school values that promote positive Mental Health</li> <li>• Physical exercise as a priority, PE curriculum and experiences supporting Mental Health</li> <li>• Opportunities for regular exercise</li> <li>• Opportunities for positive social interactions</li> <li>• Build a sense of community and belonging for all children through class animal names</li> <li>• Engaging learning environments where learning is celebrated and supported</li> <li>• Regulation boxes in every classroom</li> <li>• Forest school sessions and regular outdoor learning sessions</li> <li>• Friendly face and a warm welcome on the gate and at the classroom door.</li> <li>• Mental health leads in school to support both staff and children.</li> </ul> <ul style="list-style-type: none"> <li>• Promote resilience, build self-esteem, though praise relating to effort rather than outcomes</li> <li>• Build confidence through increased responsibility</li> <li>• Collaborative working with parents</li> <li>• Opportunities to have fun and promote laughter</li> <li>• PSHE Curriculum that includes understanding mental health and managing loss, healthy relationships, emotional literacy and consent</li> <li>• Protective behaviours embedded across the school</li> <li>• Identification and availability of trusted adults</li> <li>• Attachment aware school</li> <li>• Emotion coaching to support children's emotional literacy and intelligence throughout the school</li> <li>• Time with Bella the School Wellbeing Dog</li> <li>• Highly skilled DSL team who deliver training with a focus on mental health.</li> </ul>
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### Wave 2

Agreed and planned focussed group work and/or 1:1 sessions – implemented by familiar adults that might cover some of the following:

- Developing self-help toolkit
- Social Stories
- Safe places available in classrooms and throughout school
- Nurture Groups
- Theraplay
- Staff trained in Lego Therapy
- Making an individual plan
- Developing social skills
- Drawing and Talking
- Sensory Circuits
- Bereavement Counselling
- Specific work on building self-esteem, resilience, self-regulation and relaxation techniques
- Time to talk with a trusted adult
- Use of positive affirmation
- BSA team supporting children with their emotions and mental health
- Positive behaviour plans, helping staff to understand de-escalation techniques and highlight possible triggers
- Opportunities to visit and spend time in different year groups, eg Nursery

### Wave 3

We have positive relationships with a number of professional agencies that can offer support and guidance tailored to individual needs.

- Speech and Language therapist support
- Educational Psychologist
- Play Therapist
- School Nurse
- Occupational Therapist
- Children's Social Care
- RISE Mutual
- Northamptonshire domestic abuse services
- Serenity - for children who have experienced sexual abuse
- Freedom Programme
- PPP parenting support
- Child and Adolescent Mental Health Service
- Health Visitors
- ACE Team
- Service 6
- Voice
- SEN support (specialist support)
- Strengthening Families
- Young Carers
- Sleep solutions

## **Appendix 2**

Where to get information and support for support on specific mental health needs:

[Ask Normen](#) Ask Normen general advice regarding mental health in Northamptonshire

[www.mind.org.uk](http://www.mind.org.uk) advice and support on mental health problems

Anxiety UK [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

OCD UK [www.ocduk.org](http://www.ocduk.org)

Depression Alliance [www.depressoinalliance.org](http://www.depressoinalliance.org)

Eating Disorders [www.b-eat.co.uk](http://www.b-eat.co.uk) and [www.inourhands.com](http://www.inourhands.com)

National Self-Harm Network [www.nshn.co.uk](http://www.nshn.co.uk)  
[www.selfharm.co.uk](http://www.selfharm.co.uk)

Suicidal thoughts, prevention of young suicide UK – PAPYRUS: [www.papyrus-uk.org](http://www.papyrus-uk.org) for general information and support

[www.youngminds.org.uk](http://www.youngminds.org.uk) champions young people's mental health and wellbeing

[www.minded.org.uk](http://www.minded.org.uk) (e-learning)

[www.time-to-change.org.uk](http://www.time-to-change.org.uk) tackles the stigma of mental health

[www.rethink.org](http://www.rethink.org) challenges attitudes towards mental health

[www.thecalmzone.net](http://www.thecalmzone.net) – campaign against living miserably

[www.actionforhappiness.org](http://www.actionforhappiness.org) Action for happiness

[www.place2be.org.uk/our-services/parents-and-carers/](http://www.place2be.org.uk/our-services/parents-and-carers/)