



DAWPOOL

Dawpool C.E. (Aided) Primary School

Mental Health & Well Being Policy (Pupils)



Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.'

*'The Fruit of the Spirit is Love, Joy, Peace, Patience,
Kindness, Generosity, Faithfulness, Gentleness
and Self-Control' (Galatians 5: 22-23).*

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1. Policy Statement

Mental health is a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organisation)

At Dawpool CE (Aided) Primary School, our Christian vision shapes all we do:

Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the person and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.'

At Dawpool, we believe that a child's welfare and learning needs must be met in order to experience *'the abundant life that Jesus offers.'* We pursue this aim using both universal, whole-school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues.

2. Scope

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with a range of policies where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue, safeguarding or SEND:

- Supporting Pupils with Medical Conditions

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- Health Needs Preventing School Attendance
- SEND Policy
- SEND Information Report
- Safeguarding
- Anti-bullying
- Behaviour
- Equality & Diversity
- First Aid

This policy aims to:

- Promote positive mental health and wellbeing in all pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs
- Provide support to pupils and their families with mental health and wellbeing issues.

3. Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of pupils. Staff and governors with a specific, relevant remit include:

Mr D. Burrows:	Designated Safeguarding Lead (DSL) & CPD Lead
Mrs C. McCann:	Deputy DSL, Pastoral Support
Revd J. Turner:	Governor for Pastoral Support
Mrs J. Poston:	EYFS Lead
Mrs E. Kenney:	Deputy DSL, Mental Health First Aider (MHFA)
Mrs F. Barrick:	SENCo & Inclusion Manager, Mental Health First Aider (MHFA)
Mrs R. Heron:	Relationships & Health Education Co-ordinator
Mrs A. Whibley:	Emotional Literacy Support Assistant (ELSA)
Mr N. Greenop:	E-Safety & Online Support
Mrs M. Williams:	Children & Young Person's Practitioner (MHST)

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Designated Safeguarding Lead, (DSL) or the deputy in their absence. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed. Where a referral to the Mental Health Support Team (MHST), Child & Adolescent Mental Health Service (CAMHS), School



Nursing Service or other external support is appropriate, this will be led and managed by the school SENCo. Parents may contact CAMHS and the School Nursing Service independently and information about this can be found within the 'Pastoral Support' section of the school website.

If the pupil presents a medical emergency, then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

4. Warning Signs

School staff may become aware of warning signs which indicate a pupil 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 to the Designated Safeguarding Lead (DSL), or deputy in their absence, and record the concerns on 'MyConcern'.

Possible warning signs 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

5. Managing Disclosures

All disclosures and concerns pertaining to mental health and wellbeing should be recorded on 'MyConcern' and shared with the Designated Safeguarding Lead(s) who

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will offer support and advice about next steps. Where a referral to MHST, CAMHS or the School Nursing Service is appropriate, this will be led and managed by Mrs F. Barrick, SENCo.

6. Curricular and Extra-curricular Support

We support the mental health and wellbeing of all pupils through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity.
- High profile anti-bullying procedures and policy through corporate posters, curriculum activities, collective worship and events.
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships
- Enhancing school and classroom layout, facilities and resources, such as our ELSA room
- Recognising the background of individual pupils and their physical, social and emotional needs
- Consistent support for vulnerable children and those with SEND from trained teams of pastoral and learning support, teaching assistants, emotional literacy support assistant (ELSA), Mental Health Support Team and other agencies where appropriate.
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Extensive opportunities for pupil leadership
- An emphasis on praise and reward
- Opportunities for reflection and spiritual development through Worship, RE and the wider curriculum, e.g. art, music and reading.
- A range of interventions dealing with anxiety or emotions.
- A 'pastoral support' section of the school website, providing information about:
 - *Emotional Literacy Support Assistant (ELSA)*
 - *Mental Health Support Team (MHST)*
 - *Wirral Family Toolbox*
 - *Tips to improve mental wellbeing for young people and adults*
 - *Bereavement Support*
 - *Wirral CAMHS support*
 - *Wirral Life Long Learning Service*

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- *School Nursing Service Support*
- *Mental Health & Wellbeing Support, Books and Resources*

The school's Curriculum Handbook outlines recommendations for supporting vulnerable pupils in the classroom, should the need arise (See Appendix).

All lessons across the curriculum are conducive to promoting positive mental health by modelling the Person, Love & Work Jesus in accordance with our [Vision Statement](#).

7. Teaching about Mental Health and Wellbeing

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our RHE & PSHE curriculum which fulfils the statutory [RHE Guidance](#) and [PSHE Association Programmes of Study](#). A copy of the RHE curriculum can be viewed on the school [website](#).

8. Roles and Responsibilities

- The promotion of Emotional Health and Social Well Being and raising the achievement of all pupils is the responsibility of the whole school staff and governors.
- The Headteacher and Senior Leaders will demonstrate through their personal leadership the importance of this policy, ensure all staff are aware of it and understand their role and responsibility in relation to it.
- The Governing body has adopted this policy and will assess and monitor its impact annually.
- Staff will be expected to know what their responsibilities are in ensuring the scheme is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues.

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- Pupils will be made aware of how this policy applies to them as part of the school aims, values and in the curriculum.
- Parents and carers will be encouraged to participate fully in implementing it in partnership with the school.

9. Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep pupils safe. We will host relevant information on our website for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue: <http://www.minded.org.uk/>.

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.

Where the need to do so becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with Mr Burrows, CPD Coordinator, who can also highlight sources of relevant training and support for individuals as needed.

11. Policy Review

This policy will be reviewed every year. It is next due for review in March 2024.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to Mr Burrows, Head Teacher. This policy will always be immediately updated to reflect personnel changes.

Last updated – March 2023